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ABSTRACT

This report of the Maricopa Community College (MCC) District, Arizona, aims to state the performance of the district, relative to the achievement of the governing board's goals. The goals emanate from the district's mission and are aligned with its components as follows: transfer/general education, developmental education, workforce development, student development services, and continuing/community education. Some of the major findings presented in the document follow. More than 67% (5,008) of Arizona State University's B.A. degree recipients, and 2.9% (141) of the University of Arizona's B.A. degree recipients in 1998-99 had transferred credits from MCCs. The success rate (58%) of students in developmental mathematics has remained the same for three years. More than 42% of students are enrolled in occupational or short-term courses, indicating great interest in the attainment of workforce skills. A total of 92% of respondents indicated they were satisfied or very satisfied with the college non-credit program. The discussion of findings proposes goals in response to the major findings. Some of the goals suggested include: (1) students will experience a seamless transfer to four-year institutions; and (2) students will successfully complete certificate and associate degree programs. Tables and figures included. (NB)

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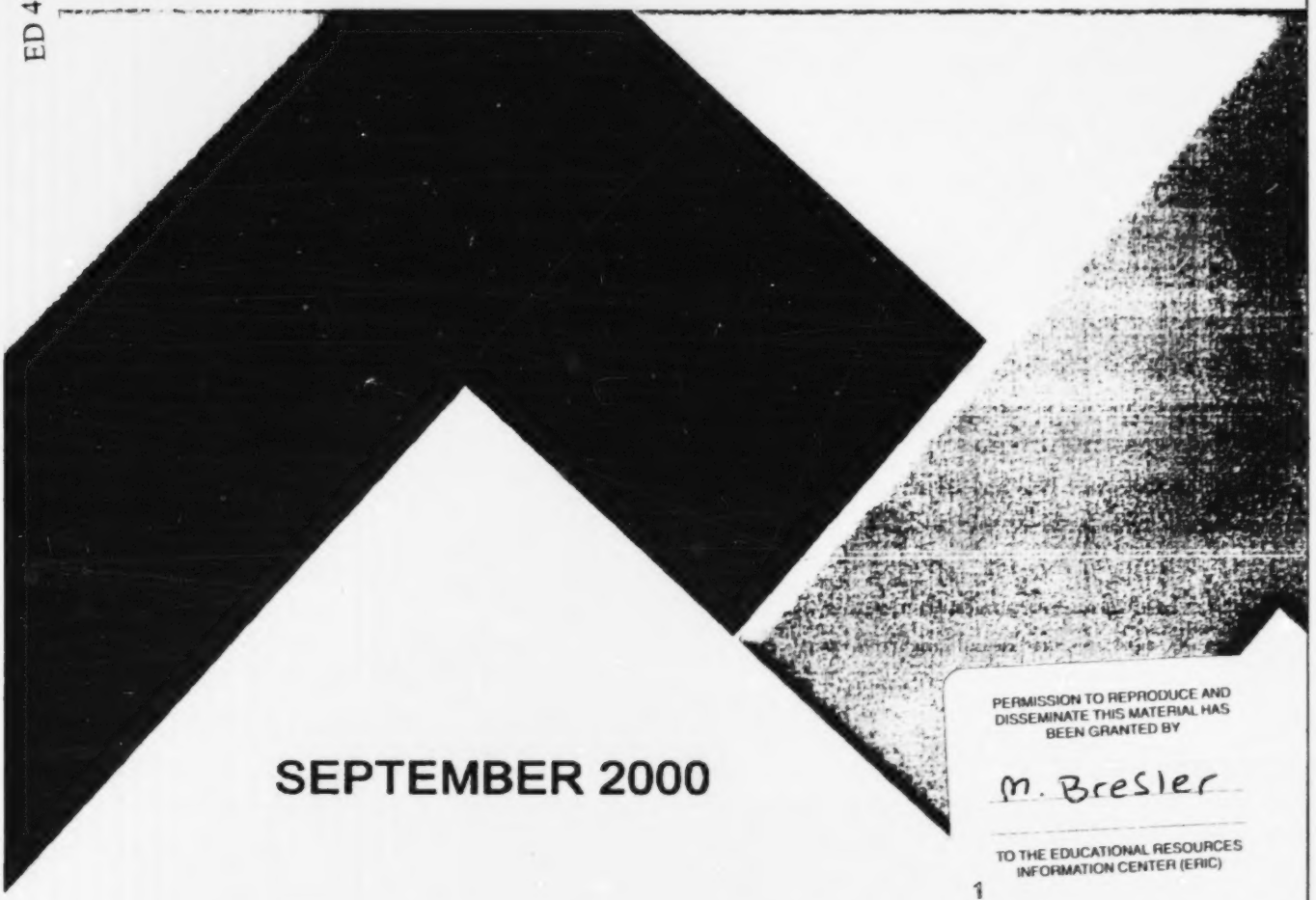
REPORT
on the
MARICOPA COMMUNITY COLLEGE DISTRICT GOVERNING BOARD'S GOALS and MEASURES

ED 474 343



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EXECUTIVE SUMMARY

Purpose of the Report:

The purpose of this report is to state the performance of the District relative to the achievement of the Governing Board's goals. The goals emanate from the mission of the District and are aligned with its components as follows: Transfer/General Education, Developmental Education, Workforce Development, Student Development Services and Continuing/Community Education.

As part of the Maricopa Governance model, the MCCD Governing Board has directed that each of its goals be monitored on an annual basis. The goals serve as a Board policy that addresses the institutional products, impacts, benefits and outcomes that are delivered to its constituencies. Both the linking of the goals to financial planning and monitoring the Chancellor's executive performance to the degree to which Board policies are fulfilled, serve as a foundation for achieving public accountability.

Analyzing the progress toward goals that parallel the vision and mission of the District will help to provide policy and planning direction. While past practice involved selecting one or two goals for monitoring, the Board has established that all of the goals will be monitored simultaneously. Data collection for the student competency goal is continuing and will be available in February 2001.

Governing Board's Goals:

The goals follow this Executive Summary.

Major Findings:

University Transfer Education/General Education

Students who transferred Maricopa Community College credits to Arizona Universities were able to achieve baccalaureate degrees.

Over two-thirds (67.4%) or (5,008) of Arizona State University's (ASU) baccalaureate degree recipients and 2.9% (141) of the University of Arizona's (U of A) baccalaureate degree recipients in 1998-99 had transferred credits from Maricopa Community Colleges (p. I-3).
Of these, 61% at ASU and 90% at the U of A had 24 or more credits from Maricopa Community Colleges. Twenty-six percent of ASU graduates had 64+ credits from MCCD (p. I-3).

Over the past two years, a significant number (15,259 and 15,361) of ASU students have transferred credits from Maricopa Community Colleges.

a) More than one-half of fall 1999 students at ASU transferred 24 or more credits from MCCD (p. I-4).
b) Thirty percent of fall 1999 students at ASU transferred 1-11 credits (p. I-4).

Although the numbers of both the campus undergraduate students and the new undergraduate students at ASU Main with Maricopa credits increased from 1998-1999, the percentage decreased. The decrease was from 45.8% to 45.2% for undergraduate students and 33.4% to 32.5% for new undergraduates.

Students without a degree reported greater success with the transfer process than students with a degree.

a) Of the students who participated in the transfer student survey, more students reported transferring without a degree than with a degree (p. I-8).

b) Fifty-four percent of the respondents transferring without a degree reported no loss of credits while 38% of students transferring with a degree reported no loss of credits (p. 1-8).

c) Students without a degree reported loss of fewer credits in transfer than students with a degree (p. I-9).

One-half of the students surveyed reported loss of credits in transfer and less than one-half of the transfer students surveyed were "very satisfied" with the transfer process.

a) Some of the transfer survey respondents reported that they were "very satisfied" (42%) or "somewhat satisfied" (32%) with the transfer experience (p. I-8).

b) Fifty percent reported loss of credits, 45% of the respondents reported they transferred all of their Maricopa credits to ASU, and 5% did not know (p. I-9)

Of the survey respondents who reported loss of Maricopa credits in transfer, 65% reported loss of 12 or less credits (p. I-9).

When selecting reasons for loss of credits, many respondents selected reasons related to personal decisions/problems (p. I-10).

However, there were 23.4% of the respondents who selected misadvisement as the reason for loss of credits (p. I-10).

Developmental Education

Twice as many students enroll in developmental education mathematics courses as enroll in developmental education English and reading courses.

a) The success rate (58%) of students in developmental mathematics courses has remained the same for three years.

b) The success rate in developmental English and reading courses has increased from 63% to 67% for the same time period. (Success is defined as a grade of "C" or better) (pp. II-2 and II-3).

More math students were retained than English/reading students from developmental courses to college level courses.

a) Out of 8,656 students who completed Math developmental education courses (grade "C" or better), 6,093 (70.4%) continued to enroll in related college level courses.

b) Of 7,454 English/reading developmental education completers (grade of "c" or better), 4,166 or 55.8% continued to enroll in related college level courses (p. II-4).

c) However, of those developmental education completers who continued to enroll in related college level courses, English students had a higher success rate (69.3%) than Math students (65.9%) (p. II-4).

Workforce Development

Many MCCD students successfully completed certificate and associate degree programs, the majority (76%) of which were occupational certificates and AAS degrees.

a) More than 9,700 certificates and associate degrees were conferred during the academic year of 1998-1999 and 1999-2000 respectively, over 7,000 of which were in occupational areas (pp. I-14 and III-7).

b) Of the total awards conferred in 1999-2000, 63% were certificates and 13% were associate degrees of applied science (AAS) or 76% in occupational areas (p. I-14).

c) Twenty-four percent of the awards were academic/transfer degrees (p. I-14).

Although there has been minimal change in the number of the awards for the past two years, this year, certificates with 30 or more credits increased by 281 awards (p. III-7).

A significant number of students (90,307) or 42.5% of total annual enrollment is enrolled in occupational courses, short-term, and OE/OE courses, indicating great interest in the attainment of workforce skills (p. III-2).

a) Students participating in the Former Student Survey indicated satisfaction with the MCCD in meeting their goals to improve job skills, change careers and enter the job market (p. III-9).
b) Fifty of the 113 MCCD Occupational Programs graduated less than 10 students per year for the past two years; 17 of the programs had 50 or more completers this year (pp. III-3 – III-6).
c) About 100 business, industry and public partners generated (33,045) credit and (4,200) clock hours this year through contracted training for their current employees (pp. III-14 – III-18).

Within 3 years of entrance into the MCCD, over 80% of our occupational students are employed. Occupational students' wages show an increase of 25.2% in a little over 2 years (pp. III-10 – III-11).

Student Development Services

Students expressed satisfaction with college programs and services that support student learning, and employment/career goals (p. IV-2).

The Maricopa Recruiter, which is in its first year of operation, is attracting large numbers of both employers and students. The average daily use is 325 recruiters and job seekers (p. IV-5).

The most important support for student learning, educational and employment/career goals identified by students were instructional effectiveness, academic advising/counseling and academic services (library, computer labs, tutoring). Of these, they were least satisfied with academic advising/counseling. Of most concern were advisor knowledge of program requirements and transfer requirements (pp. IV-2 – IV-3).

Students reported satisfaction with programs and services that support their growth and development, particularly, campus climate and faculty concern for the individual. They indicated satisfaction with the student centeredness and responsiveness to diverse populations. Students indicated less satisfaction with support for goal-setting and career decision-making (pp. IV-7 – IV-8).

Continuing/Community Education

A full range of programs and classes, provided to the community through the Community Continuing Education Offices on the college campuses, are meeting the needs of non-credit students for "Increasing [their] academic competence;" "Enriching [their] intellectual life;" "Identifying training/skills required for career opportunities that fit [them] and "Developing self-confidence."

a) A large percentage of satisfaction survey respondents indicated they were satisfied (46%) or very satisfied (46%) with the college non-credit program (p. V-5).
b) The majority of the respondents (approximately 70%) reported feeling respected, appreciated for their diversity, and generally safe and secure while on campus (p. V-3).
c) They indicated a willingness to recommend their college to friends and family. They also indicated that instruction is of high quality and that classes are available at appropriate times (p. V-3).

The Maricopa Community Colleges are reaching a significant number of high school students through dual enrollment classes and special programs to recruit and retain them.

a) The percentage of recent high school graduates attending Maricopa Community Colleges has increased from 40% to 42% from 1998-99 to 1999-00 (p. V-8).

b) The Colleges' dual enrollment courses are in full compliance with the provision of the R7-1-709, "Community College Classes Offered in Conjunction with High Schools." The number of course offerings and locations have increased as has the total enrollment from 1998-1999 (8,191) to 1999-2000 (11,147) (p. V-8).
c) The high school graduation rate of students participating in outreach programs has consistently been above 90% since 1994 (p. V-11).

Discussion of Findings

Based on the above major findings, some conclusions can be made and some issues should be discussed.

University Transfer Education/General Education

Goal #1: "Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals."

Assuming that achieving a baccalaureate degree is the transfer students' goal, we could say former MCCD students are prepared to successfully attain their educational goals. This conclusion is drawn from the fact that a large percentage of ASU baccalaureate degree recipients had Maricopa Community College credits.

The fact that the percentage of ASU Main students with Maricopa Community College credit has declined over the past two years needs our attention and further study. It could be that students are shifting their enrollment from Main to either East or West, but this year we did not have their data.

Goal #2: (Deferred until February 2001)

Goal #3: "Students will experience a seamless transfer to baccalaureate degree granting institutions."

MCCD is not yet achieving this goal. Transfer students reported loss of credits in transfer and dissatisfaction with the transfer process and academic advising. Students who transferred without a degree had more success with the process than students with a degree.

Monitoring the transfer of blocks of credits will be important in the future. The Transfer Articulation Agreement between the state community college districts and the public universities was designed to provide a "seamless" transfer. The AGEC and new transfer pathway degrees, implemented spring 1999, were too new to be a part of this report. With implementation of this new transfer articulation agreement, more students should be able to transfer to the university without loss of credits.

Goal #4: "Students will successfully complete certificate and associate degree programs."

More students complete certificate programs than associate degree programs. The low number of AAS degrees and the high number of enrollments in occupational courses including short-term, OE, and contracted training courses, point to the need to further define the measure of successful attainment of workforce skills. The MCCD may need to change the emphasis from awards, particularly associate degrees, to the achievement of workforce skill sets. Gaining more information on students' goals and their satisfaction with their goal attainment is important.

The academic/transfer degree is addressed in Goal #3.

Developmental Education

Goal #1: "Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) which prepare them for success in college level courses.

Students demonstrated competencies at the developmental course level but many of them did not continue to take the college level courses in math or English/reading. More math than English/reading students were retained to the college level; however, English/reading students had higher success rate.

In the future we need to compare the retention and success rate of our developmental education students with peer institutions.

Workforce Development

Goal #1: "Students will complete occupational programs or courses with skills sought by themselves or employers."

The MCCD is making great strides to attain this goal. Enrollments are strong; completions of certificates are growing. However, there is high participation in occupational courses, but low completion rates in almost 50% of the programs. The first attempt to survey former students previously enrolled in occupational programs/courses is still in the making, but the preliminary data are revealing about students' primary goals for attending our colleges. This survey needs to be expanded and repeated on an annual basis.

Gaining employer satisfaction data remains a challenge for the District due to the practice of most industries of not collecting data on the previous education of their employees. Working more closely with district wide advisory committees on ways to identify former MCCD students among employees are being developed. Conducting focus groups appears to be a promising methodology and will continue to be explored.

Goal #2: "Maricopa Community Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training and educational needs."

Contract training was provided to approximately 100 business, industry, and public partners this past year resulting in the generation of both credit and contact hours. Contract partners are satisfied with the training the colleges provide.

Student Development Services

Goal #1: "Students will be provided programs and services that support their learning, educational and employment/career goals."

MCCD is meeting this goal based on the number, variety and quality of programs and services that support student learning, educational and employment/career goals. Also, students are satisfied with these programs and services. They rate quite highly the importance of and their satisfaction with instructional effectiveness. They are also more satisfied with academic support services than their peers nation-wide.

There is some indication that students are less satisfied with academic advising and support for goal setting and career planning. These are student services that need to be improved because students consider them as highly important.

There seems to be great interest in the Maricopa Recruiter. More information is needed about the results of participating in this service.

Goal #2: "Students will be provided programs and services that support their personal growth and citizenship development."

MCCD is providing a wide variety of programs and services that promote student personal growth and citizenship development. Students reported being satisfied with elements of campus climate: the student-centeredness of faculty and staff; their responsiveness to diverse populations. Students also reported that they experienced a sense of security and safety on the campus.

Continuing/Community Education

Goal #1: "Community members will be provided opportunities for personal interest and development to include: a) accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of an avocational nature to include leisure, wellness and specialized training).

With this report, no attempt was made to gather information from the community at large regarding accessibility to college facilities and services, or on internet/technological delivery. A large scale, countywide survey should be taken, particularly in relation to an impending bond.

Both the "Noel-Levitz" and " Faces of the Future" surveys should be conducted on an annual basis district-wide for comparison and to determine change in student satisfaction. The "Faces of the Future" survey was the first national attempt to gather data on non-credit students. Although insufficient numbers participated at some of our colleges this past year, we may want to increase our participation in the future.

Goal #2: "Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level."

Here again, the MCCD is providing a variety of programs designed to achieve this goal. Current data on college/university enrollment of former students participating in most of the outreach programs are not available. The future availability of ASSIST will help this situation.

In conclusion, MCCD is making progress toward achieving the goals that have been established by the Governing Board. However, in the interest of continuous improvement for increased student and community satisfaction, improvements can be made.

Data Gathering Strategies

A variety of data sources were used to complete this report.

1. **District Reports to Federal and State Agencies**

   It was determined that as much as possible, data for this report should come from existing reports to avoid duplication of effort and to ensure consistency in reporting.
   a) Academic Performance of High School Graduates (2040 Report)
   b) Carl Perkins Data, 1994-1995 Cohort
   c) Integrated Postsecondary Education Data System (IPEDS) Completion Report
   d) Report on Community College Classes Offered in Conjunction with High Schools, 1998-99 and 1999-2000.

2. **MCCD Institutional Research Data Warehouse**

   Beyond the use of readily available report data, the research team used the MCCD Institutional Research Data Warehouse wherever appropriate. The Warehouse contains data on current and

former students, which is "mined" from the College's Student Information Systems (SIS) and housed in the data warehouse to serve as an institutional research tool.

3. University Offices of Institutional Research

a) Transfer students by number of MCCD credits at ASU, U of A, NAU
b) Baccalaureate degree recipients by number of MCCD credits
c) New transfer students by MCCD credits
d) ASSIST. Although it was intended that data would be extracted from the new Arizona State System of Information on Student Transfer (ASSIST) for information on transfer students, the new warehouse was not available.

4. Student and Employer Satisfaction Surveys

a) National Surveys of Current Students

Data from national surveys undertaken by several of the colleges were collated for a District summary. These national surveys were used to ascertain the satisfaction of current students with college programs and services. These surveys were the Noel-Levitz "Student Satisfaction Inventory" and the American Association of Community Colleges (AACC)/ACT "Faces of the Future" Survey. Five colleges participated in the Noel Levitz survey while four conducted the "Faces of the Future" Survey. A total of 1,449 students participated in the former survey, while 1,881 responded to the "Faces of the Future." The sample sizes for the Noel-Levitz and for the credit students participating in the "Faces of the Future" survey were large enough to be representative of students in the District. The non-credit sample for "Faces of the Future" was just short of the number required to be representative of the District. That means the opinions of the respondents may not be reflective of all MCCD non-credit students.

b) Locally-developed surveys of former students

The Office of Institutional Effectiveness also undertook two surveys of former students to gain insights into student satisfaction with the transfer process and with their preparation for the workforce. These surveys were designed and developed in concert with the Institutional Research Council specifically for the purpose of measuring the Governing Board's goals. In cooperation with the Institutional Analysis Office of ASU, the transfer student survey was mailed to a random sample of 2,753 transfer students. 844 students responded for a 31% response rate.

With the occupational students, a random sample of 3,070 students was surveyed; so far, 423 have responded for a 14% return rate. The sample was drawn from a cohort of students who had earned 7 or more credits in an occupational prefix or had earned an occupational certificate or AAS degree between spring 1998 and fall 1999, and were not enrolled for classes in spring of 2000. This survey was conducted this summer and data are still being collected.

Preliminary data are used for this report due to the fact that additional surveys have been received and not integrated into the results. Final, complete reports of the surveys will be prepared and presented to the Governing Board and District/College executives.

c) Focus group

In addition, a pilot focus group study was done with employers of some of the District's nursing graduates. This pilot methodology was carried out with the assistance of the Health Care Integrated Educational system. Two focus groups were conducted with a total of 13 volunteers from the local health care industry. The purpose of the groups was to assess the preparedness of Maricopa Community College graduates. These employers were selected based on their involvement in district advisory committees, AzONE (Arizona Organization of Nurse Executives) membership, clinical facilities, and other health care employers. A letter of invitation was mailed to the employers and volunteers participated in the group study.

5. **College Resources**
   a) Lists of programs and services for student development
   b) Lists of programs and services for non-credit students
   c) Lists of outreach programs for student recruitment and retention
   d) Maricopa Recruiter

Limitations of this Report

This is the first year of measurement for these goals after specific indicators were identified for each. As the baseline year, there were few comparisons from a previous year to be made. Benchmarks have not yet been established. The recommendation of specific benchmarks should involve the various Deans Councils and/or CEC.

Some key outcome data were not available and in one or two cases, the data collected did not actually measure the goal precisely. The research team needs to review and revise the measures.

Maricopa Community College District Governing Board

Goals and Measures
1999-2000

Priority goals have been identified by members of the Governing Board that relate to the benefits the Maricopa Community Colleges offers its constituents (the people of Maricopa County, students, the public and private sectors, universities and elementary & secondary schools). These goals are being monitored for their present status and subsequent improvements to ensure accountability. Global issues and cultural differences which include the diversity of options, lifestyles, learning styles, values and religions should be integrated throughout these goals and assessed when appropriate.

Approved February 2000

University Transfer Education/General Education

1. **Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals.**
   Measures:
   a. Number and percent of AGEC and transfer pathway completers who transfer within two years of completing the program.
   b. Percent of baccalaureate degree graduates with community college transfer credits: 1-11.9, 12-23.9, 24-31.9, 32-47.9, 48-63.9, 64+.
   c. Number of students who transfer community college credits: 1-11.9, 12-23.9, 24-31.9, 32-47.9, 48-63.9, 64+.
   d. Average GPA of transfer students by university college compared to the average GPA of native students at comparable credit levels who have completed:
      1) 24 community college credits;
      2) a 35-credit AGEC;
      3) an associate's degree.
   e. Total number of new MCCCD students attending state universities annually.
   f. Measures will be compared to Adelman's and other national statistics regarding community college transfers. Source: Arizona State System for Information on Student Transfer (ASSIST).

2. Students will demonstrate post-secondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy and mathematics.
   Measure:
   *a. Multiple measures of student achievement of general education outcomes conducted by college faculty and compiled and inventoried by the Office of Institutional Effectiveness in cooperation with the Deans of Instruction. A report will be made at the February 2001 Governing Board meeting.

3. Students will experience a seamless transfer to baccalaureate degree granting institutions.
   Measures:
   a. Number of students who transfer with an AGEC or pathway degree without loss of credit. Source: ASSIST
   b. Evidence of student satisfaction with the transfer process. Source: District Survey conducted by the Office of Institutional Effectiveness in cooperation with the Deans of Instruction and the Deans of Student Services.
   c. An evaluative report of the MCCCD Course Applicability System (CAS) Implementation Project, a project designed to improve the advisement and transfer articulation process. Source: Office of Institutional Effectiveness

4. Students will successfully complete certificate and associate degree programs.
   Measure:
   a. Number of completed certificate or associate degrees in a given year. Source: IPEDS Completion Report.

*Each college has individual evaluation parameters set by its own environment and faculty members. Therefore, the means and conditions used to document this goal will be applied relative to the Student Outcomes and Evaluation plans established by each college. This statement also applies to other measures in this document indicated by an asterisk.

Developmental Education

1. **Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) which prepare them for success in college level courses.**
   Measures:
   a. Successful course completion rate (C or better) for developmental education courses (credit courses below 100 level).
   b. Number and percentage of developmental education completers who successfully complete (grade of C or better) a subsequent related course within two years of completing the developmental course. (Courses will be tracked in reading mathematics, and English. An example of a subsequent course sequence is ENG071 to ENG 101).
   c. Source: Maricopa Data Warehouse

Workforce Development

1. Students will complete occupational programs or courses with skills sought by themselves or employers.
   Measures:
   a. Annual student enrollment in occupational courses, certificate and degree programs by classes offered in institutional programs (CIP). Source: Maricopa Data Warehouse
   b. Number of completed certificates and/or AAS degrees in a given year. Source: IPEDS Completion Report
   c. Evidence of student satisfaction with completion of their goal to achieve workforce skills. Source: District Survey
   d. Percent of occupational program students employed in the state of Arizona within 3 years of entry into the community college. Source: Carl Perkins II/III Report
   e. Evidence of wage increase (mean or percentage increase) and employment status over time. Source: CPII Report
   f. Evidence of employer satisfaction with preparedness of MCCCD students for the positions they hold in business and industry. Source: District survey

2. Maricopa Community Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training and educational needs.
   Measures:
   *a. Evidence of partners who indicate satisfaction with services that meet their employment needs, measured on an annual basis. Collated evaluations of major partner programs. Source: College Program Evaluations
   b. Number/names/purpose of organizations by college; number of persons trained; number of contract training hours generated. Source: College Deans

Student Development Services

1. **Students will be provided programs and services that support their learning, educational and employment/career goals.**
   Measures
   a. Evidence of student satisfaction with programs and services in support of their learning and employment/career goals. Source: Compiled data from satisfaction surveys, graduate follow-up and other surveys.
   b. List of student services by college, which support student learning, educational and career goals. Source: College deans
   c. Use of employment/career services by employers and students in a given year. Source: Maricopa Recruiter
   *d. Multiple measures of student achievement of learning outcomes as a result of student development program participation. Source: College Deans

2. Students will be provided programs and services that support their personal growth and citizenship development.
   Measures:
   a. Evidence of student satisfaction with programs and services in support of their growth and development. Source: Compiled data from satisfaction surveys.
   b. List of programs and services by college that supports students' personal growth and citizenship development. Source: College Deans
   c. Number and types of student leadership/student life, service learning and volunteer opportunities for students in a given year. Source: College Deans

Continuing/Community Education

1. **Community members will be provided opportunities for personal interest and development to include:**
   a. **Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of an avocational nature to include leisure, wellness and specialized training).**
   b. **Forums, dialogs for balanced views of contemporary civic and public issues.**

   Measures:
   a. **Evidence of community member satisfaction with opportunities for personal interest and development. (Data collection may require hiring an outside public opinion consultant at a cost range of $15,000 to $25,000).**
   b. **List of programs and services by college. Source: College Deans**

2. **Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level.**

   Measures:
   a. **Percentage of recent high school graduates attending our colleges. Trend data are available. Source: 2040 Report**
   b. **List of programs for outreach and recruitment. Source: College Deans**
   c. **Evidence that outreach programs (programs which include enrollment in college credit classes) meet the criteria for minimum standards established by the Arizona Council of Academic Administrators and approved by the State Board of Directors for Community Colleges of Arizona. These criteria include standards for credit, courses, student admission/placement, faculty certification/evaluation and textbook selection. Source: College Deans**
   d. **High school graduation and college-going rates within two years of high school graduation of students who participate in outreach programs compared to their class. (College-going rates will be limited to Arizona colleges and universities). Source: Maricopa Data Warehouse and ASSIST**

DATA COLLECTION AND REPORT PROCESS

The District Office of Institutional Effectiveness is responsible for collecting, analyzing and reporting the data for the measures of the Governing Board Goals. For most measures, the data are available from the data warehouse maintained by the Office. For other measures, the data will be generated from surveys or from college program records or reports. When original data have to be collected, the process will be coordinated by the District Director, Institutional Effectiveness in collaboration with the appropriate Deans Council, i.e. Deans of Instruction, the Deans of Occupational Education or the Deans of Student Services.

With few exceptions, all of the measures indicated in this document will be applied to the district as the unit of analysis. The exceptions are University Transfer Education/General Education Goal 2, Measure a, Workforce Development Goal 2, Measure a, and Student Development Services Goal 1, Measure d. An asterisk indicates these measures; an explanation is included at the bottom of the first page and references the other measures in the document. Because of the variation in these measures from college to college, the data will be collated and inventoried, not collapsed into district totals. Where it is possible, data may be grouped, but where necessary, reported by college.

To ensure college input into these measures of effectiveness, the deans or their designees will have the opportunity to review them on an annual basis. In addition, to assist with interpretation and understanding of the data, they will also have opportunity to review the annual report prior to its submission to the Governing Board.

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TRANSFER AND GENERAL EDUCATION

Goals:

1. Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals.
2. Students will demonstrate post-secondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy and mathematics.
3. Students will experience a seamless transfer to baccalaureate degree granting institutions.
4. Students will successfully complete certificate and associate degree programs.

Major Findings:

- 67% (5,008) of ASU's Baccalaureate degree recipients and 3% (141) of U of A's Baccalaureate degree recipients in 98-99 had transferred credits from Maricopa Community Colleges, of whom over 61% at ASU and 90% at U of A had 24 or more Maricopa credits. (p.I-3)
- Over 15,000 ASU main campus undergraduates and over 400 U of A's undergraduates had transferred Maricopa credits in Fall 1998 and Fall 1999 respectively, of whom 54% at ASU Main and 20% at U of A had 24 or more Maricopa credits. 2,326 NAU students in 1998 had Maricopa Credits. (p.I-4)
- 3,307 of ASU Main's new students and 173 of U of A's new students in Fall 1999 had earned credits from Maricopa colleges, of whom, 58% at ASU Main had 24 or more Maricopa credits. The number of new university students with Maricopa credits increased both for ASU and for U of A from Fall 1998 to Fall 1999. (p.I-6)
- Although the numbers of both the campus undergraduate students and the new undergraduate students at ASU Main with Maricopa credits increased from 1998 to 1999, the percentage decreased. For the campus-wide undergraduate students at ASU Main, the decrease was from 45.8% to 45.2% over the two years (p.I-4). For the new undergraduate students the decrease was from 33.4% to 32.5% over the two years. (p.I-6)

- 74% of the survey respondents reported "very satisfied"(42%) or "somewhat satisfied"(32%) with the transfer experience. (p.I-11)
- 45% of the respondents reported they transferred all of their Maricopa credits to ASU, 50% reported loss of credits in transfer and 5% did not know. (p.I-8)
- Of those survey respondents who reported loss of Maricopa credits at transfer, 65% reported loss of 1-12 credits. (p.I-9)
- Many respondents selected personal decision/problem reasons. 23.4% of the respondents who selected mis-advisement as the reasons for loss of credits. (p.I-10)
- 54% of the respondents transferring without a degree reported no loss of credits at transfer, while 38% of the respondents with a transfer degree and 44% of the respondents with other degrees reported no loss of credits. The differences among the three groups are statistically significant. (p.I-8)

- More than 9,710 certificates and associate degrees were conferred during the academic year of 1998-1999 and 1999-2000 respectively. (p.I-14)
- Of those awards conferred in 1999-2000, 63% were certificates, 13% were associate degrees of applied science (AAS), and 24% were academic associate degrees. (p.I-14)

I. TRANSFER AND GENERAL EDUCATION

1. "Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals."

Measure I.1.A:

Number & percent of AGEC & transfer pathway completers who transfer within two years of completing the program

Data are not available.
Since AGEC and transfer pathways are relatively new to articulation, no data are in state universities' database yet

Measure I.1.B:
Percent of baccalaureate degree graduates with Maricopa Community College transfer credits.

Figure I.1.B - 1. State University Baccalaureate Degree Recipients
Academic Year 1998-1999

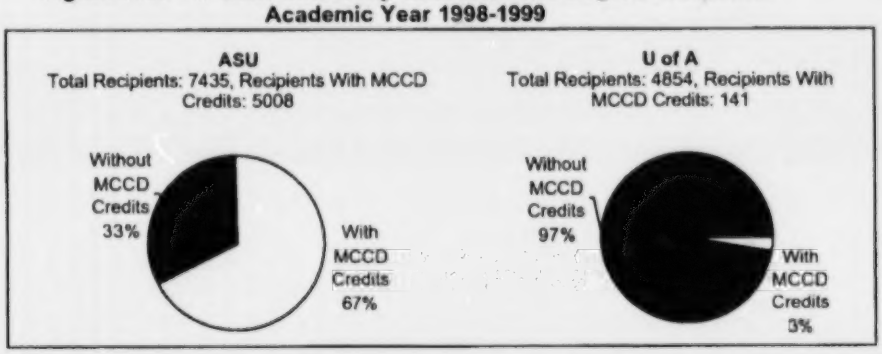
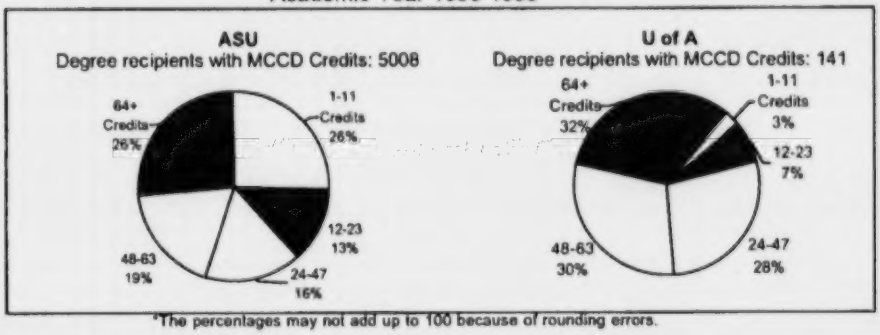

ASU
Total Recipients: 7435, Recipients With MCCD Credits: 5008
Without MCCD Credits 33%
With MCCD Credits 67%
U of A
Total Recipients: 4854, Recipients With MCCD Credits: 141
Without MCCD Credits 97%
With MCCD Credits 3%

Figure I.1.B - 2. Distribution of Degree Recipients
by Number of Maricopa Credits
Academic Year 1998-1999



*The percentages may not add up to 100 because of rounding errors.

Performance Outcomes and Analysis:
For the academic year of 1998-1999, 67% (5,008) of the baccalaureate degree recipients at ASU had transferred credits from Maricopa Community Colleges, while 3% (141) of U of A degree recipients had credits from Maricopa (Figure I.1.B-1). NAU's data are not available.

Figure I.1.B-2 shows the distribution of those degree recipients with Maricopa credits by the number of Maricopa credits. Of those 5,008 ASU degree recipients who had Maricopa credits, 26% had 64 or more Maricopa credits, 19% had 48-63, 16% had 24-47, which add up to 61% having 24 or more credits from Maricopa. Of those 141 Maricopa students who received a degree from U of A, 90% had 24 or more Maricopa credits.

Data Source:
Institutional Analysis & Data Administration Office of Arizona State University
Decision and Planning Support Office of the University of Arizona

Measure I.1.C:
Number of students who transfer community college credits.

Figure I.1.C - 1. Number of State University Students with Maricopa Credits (Fall 98 & Fall 99)

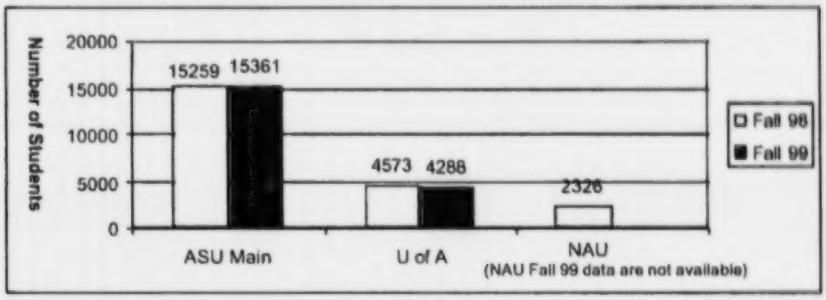
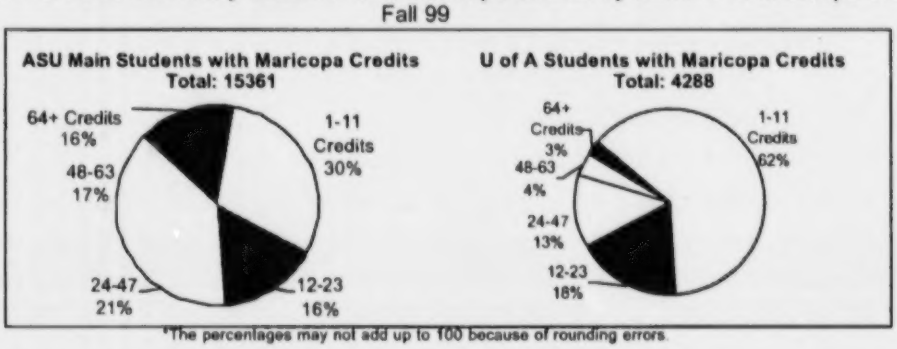


Table I.1.C – 1. ASU Main Campus Undergraduate Students (Fall 98 & Fall 99)

	ASU Main Total	With MCCD Credits	Percent
Fall 98	33,268	15,259	45.8%
Fall 99	33,948	15,361	45.2%

Figure I.1.C - 2. State University Students with Maricopa Credits by Number of Maricopa Credits
Fall 99



*The percentages may not add up to 100 because of rounding errors.

Performance Outcomes and Analysis
For Fall 1998, 15,259 ASU main campus undergraduate students had transferred Maricopa credits, which represents 45.8% of the total undergraduate (33,268) at ASU main. For Fall 1999, 15,361 ASU main campus undergraduates had transferred Maricopa credits, representing 45.2% of the total ASU main campus undergraduates (33,948). For U of A, over 400 undergraduate students had transferred Maricopa credits for both Fall 1998 and Fall 1999. NAU had 2326 students having Maricopa credits for Fall 1998 and no data available for Fall 1999 (Figure I.1.C-1).

Although the number of ASU students with Maricopa credits had a slight increase from 1998 to 1999, the percentage decreased from 45.8% to 45.2% (Table I.1.C-1). The number of students with Maricopa credits at U of A also see a moderate decrease (6%) from Fall 1998 to Fall 1999.

Figure I.1.C-2 shows that of those ASU students with Maricopa credits, 16% had 64 or more Maricopa credits, 17% had 48-63, 21% had 24-27, which add up to 54% of those ASU students with Maricopa credits having 24 or more credits from Maricopa. However, U of A's chart shows a different picture. While 20% (3%+4%+13%) of those U of A students with Maricopa credits had 24 or more Maricopa credits, 62% of those had only 1-11 Maricopa credits.

Data Source:
Institutional Analysis & Data Administration Office of Arizona State University
Decision and Planning Support Office of the University of Arizona

Measure I.1.D:
Average GPA of transfer students by university college compared to average GPA of native students at comparable credit levels who have completed: 24 community college credits, a 35-credit AGEC, an associate's degree.

Data are not available

Measure I.1.E:
Total number of new MCCD students attending state universities annually

Figure I.1.E - 1. Number of State University New Students with Maricopa Credits
Fall 98 & Fall 99

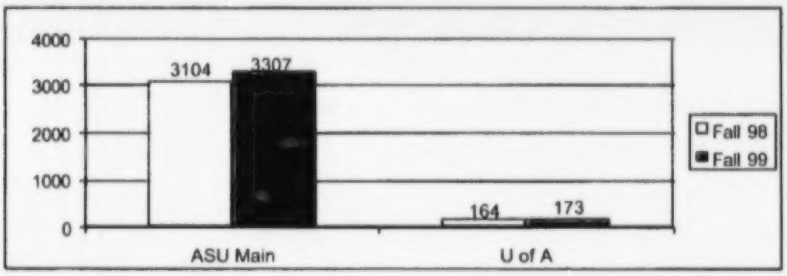
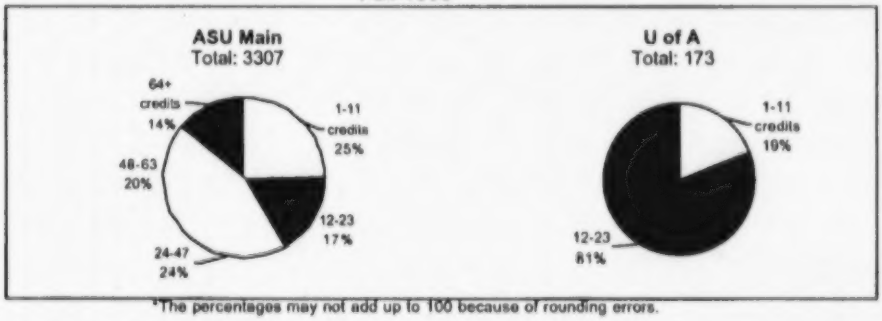


Table I.1.E – 1. ASU Main Campus New Undergraduate Students
(Fall 98 & Fall 99)

	ASU Main Total	With MCCD Credits	Percent
Fall 98	9,288	3,104	33.4%
Fall 99	10,191	3,307	32.5%

Figure I.1.E - 2. Distribution of State University New Students with Maricopa Credits by Number of Maricopa Credits
Fall 1999



*The percentages may not add up to 100 because of rounding errors.

Performance Outcomes and Analysis
For the Fall 1998 semester, 3104 new students at ASU main campus had transferred Maricopa credits, representing 33.4% of the total new students at ASU main (9,288). For Fall 1999, 3,307 new students at ASU main campus had transferred Maricopa credits, representing 32.5% of the ASU Main total (10,191). At U of A, 164 new students had transferred credits from Maricopa for Fall 1998 and 173 new students had transferred Maricopa credits for Fall 1999.

Table I.1.E-1 shows that although the number of ASU Main campus' new students with Maricopa credits increased from 1998 to 1999, the percentage decreased from 33.4% to 32.5%.

The distribution of these new students by number of Maricopa credits does not vary greatly for ASU main with 25% having 1-11 credits and 14% having 64+ credits. The U of A's new students with Maricopa credits are all in the 1-11 and 12-23 categories with 19% having 1-11 credits and 81% having 12-23 credits.

Data Source:
Institutional Analysis & Data Administration Office of Arizona State University
Decision and Planning Support Office of the University of Arizona

2. "Students will demonstrate post-secondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy and mathematics."

Measure I.2.A:
Multiple measures of student achievement of general education outcomes conducted by college faculty and compiled and inventoried by the Office of Institutional Effectiveness in cooperation with the Deans of Instruction.

A report will be made at the February 2001 Governing Board meeting

3. "Students will experience a seamless transfer to baccalaureate degree granting institutions."

Measure I.3.A:
Number of students who transfer with an AGEC or pathway degree without loss of credit

Actual data are not available because AGEC and transfer pathways are relatively new to articulation. The results from a transfer student survey are used for the measure. The survey was conducted in Spring 2000 to a random sample of 2,753 former Maricopa students who transferred to ASU between Fall 1998 and Spring 2000, and who earned at least 12 Maricopa credits before transfer. 844 surveys were returned resulting in a return rate of 31%.

Figure I.3.A - 1: Responses to the Survey Question on Credit Transfer

Survey Question: Did all of your Maricopa Community College credits transfer to your university?

Number of respondents: "Yes" 373, "No" 413, "I don't know" 40

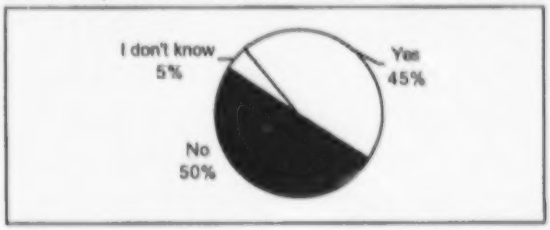
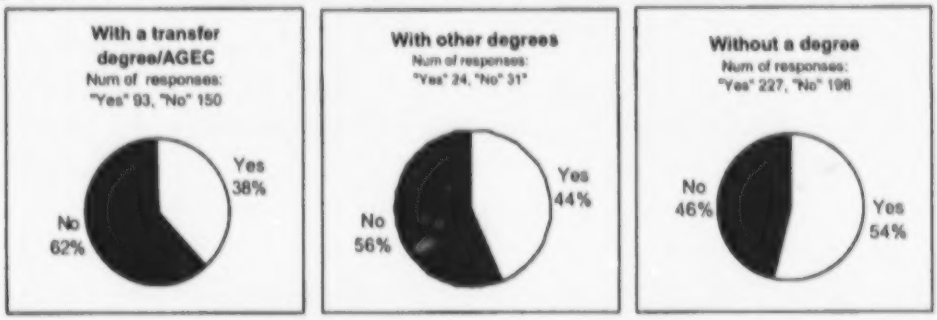


Figure I.3.A - 2: Responses to the Survey Question on Credit Transfer by Degree Type

Survey Question: Did all of your Maricopa Community College credits transfer to your university?



Performance Outcome and Analysis:
Out of 826 respondents who answered the survey question on credit transfer, 45% reported they did transfer all of their Maricopa credits to the university, 50% reported they lost some Maricopa Credits in transfer, and 5% did not know (Figure I.3.A-1).

Figure I.3.A-2 indicates that among the three groups, the respondents who transferred without a degree had the greatest percentage (54%) in reporting no loss of credits, while the respondents with transfer degree (AA, ABUS, AS, ATP) or AGEC had the least percentage (38%) in reporting not losing any credits. A chi-square analysis showed a statistically significant difference in the responses among these three groups at .001 level.

As this is certainly a phenomenon requiring our attention, caution needs to be applied when interpreting the data since the data are self-reported survey results, not actual statistics.

Data Source:
MCCD University Transfer Student Survey, Spring 2000

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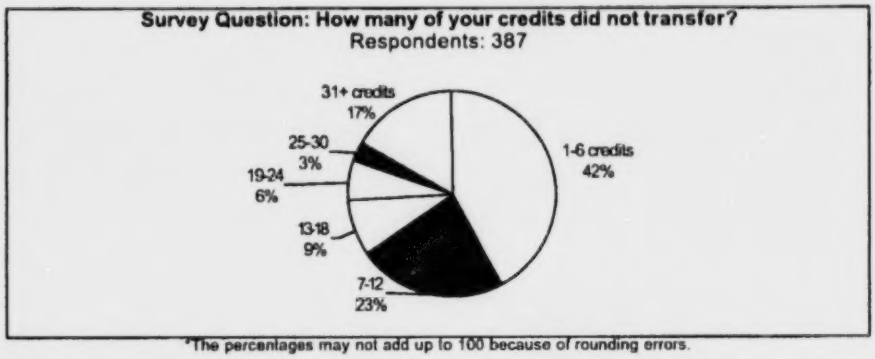
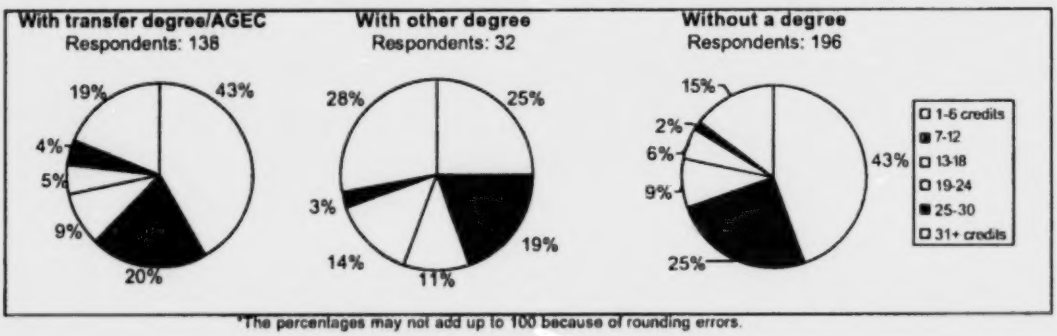
Measure I.3.A (Continued):
Number of students who transfer with an AGEC or pathway degree without loss of credit

Figure I.3.A - 3: Responses to the Survey Question on Number of Lost Credits



*The percentages may not add up to 100 because of rounding errors.

Figure I.3.A - 4: Responses to the Survey Question on Number of Lost Credits by Degree Type



*The percentages may not add up to 100 because of rounding errors.

Performance Outcome and Analysis:
Figure I.3.A-3 shows that out of 387 respondents who answered the survey question on lost credits, 42% reported they lost 1-6 credits, 23% reported they lost 7-12. This adds up to 65% losing 12 or fewer credits.

A comparison among the three groups (Figure I.3.A-4) shows a similar distribution pattern for respondents with a transfer degree and respondents without a degree. Both groups had 43% reported loss of 1-6 credits. Respondents with other degrees reported a greater number of lost credits. 28% of them reported having lost 31 and more credits.

Again, caution needs to be applied when interpreting the data since the data are self-reported survey results, not actual statistics.

Data Source:
MCCD University Transfer Student Survey, Spring 2000

Measure I.3.A (Continued):
Number of students who transfer with an AGEC or pathway degree without loss of credit

Table I.3.A - 1: Selected Reasons for loss of credits in transfer

Survey Question: Why did your credits not transfer?
(Multiple responses were allowed)

	With a transfer degree	With an AGEC	With other degree	Without a degree	I don't know	Total
I choose to take courses that I knew would not transfer (Column percentage based on respondents)	32 23%	0	6 19.4%	50 26%	1 5.3%	89 23.1%
I took courses specific to a major but changed majors (Column percentage based on respondents)	36 25.9%	0	13 41.9%	44 22.9%	3 15.8%	96 24.9%
I took more courses than I was allowed to transfer (Column percentage based on respondents)	59 42.4%	1 25%	12 38.7%	38 19.8%	6 31.6%	116 30.1%
I did not seek advisement before taking those courses (Column percentage based on respondents)	8 5.8%	0	3 9.7%	14 7.3%	3 15.8%	28 7.3%
Courses I took a long time ago did not transfer (Column percentage based on respondents)	17 12.2%	0	4 12.9%	14 7.3%	4 21.1%	39 10.1%
I took courses that I thought would transfer but they did not Column percentage	35 25.2%	2 50%	11 35.5%	62 32.3%	3 15.8%	113 29.4%
I was misadvised about those courses (Column percentage based on respondents)	27 19.4%	2 50%	6 19.4%	51 26.6%	4 21.1%	90 23.4%
Other (Column percentage based on respondents)	21 15.1%	2 50%	4 12.9%	31 16.1%	4 21.1%	62 16.1%
Total respondents (Percent of the total respondents)	139 36.1%	4 1%	31 8.1%	192 49.9%	19 4.9%	385 100%

* The percents and totals are based on respondents, not on responses. Multiple responses were allowed.

Performance Outcome and Analysis:
Many respondents selected the reasons attributing loss of credits to their own decision or problems. 23.4% of all the respondents who answered this question selected mis-advisement as the reason for their loss of credits in transfer.

42.4% of those respondents with a transfer degree and 38.7% of those with other degree reported that they took more courses than allowed to transfer, whereas only 19.8% of those without a degree selected this as a reason for loss of credits in transfer.

Data Source:
MCCD University Transfer Student Survey, Spring 2000

Measure I.3.B:
Evidence of student satisfaction with the transfer process.

Figure I.3.B - 1. Student Satisfaction with Transfer Process
Survey Question: Overall, how satisfied were you with your transfer experience?
Total respondents: 823

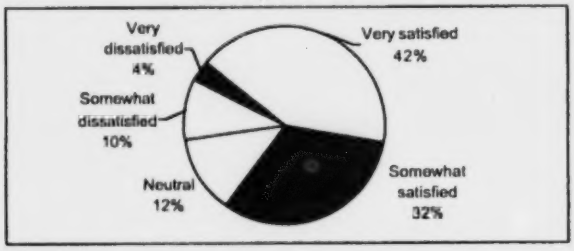
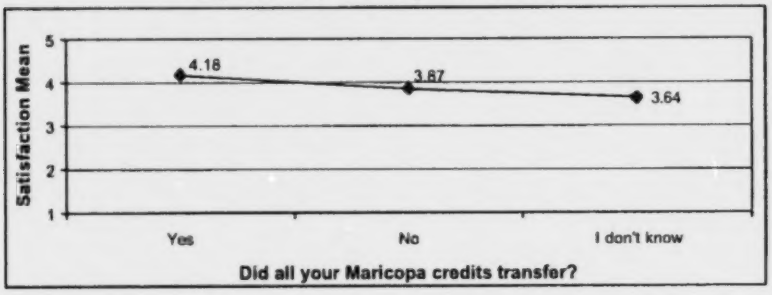


Figure I.3.B - 2. Student Satisfaction Mean Ratings
by Responses to the Question "Did all of your Maricopa credits transfer"
Very Satisfied = 5, Very dissatisfied = 1



Performance Outcome and Analysis:
74% (42%+32%) of the respondents reported that they were "very satisfied" (42%) or "somewhat satisfied" (32%) with the transfer process (Figure I.3.B-1).

A one-way ANOVA analysis shows a statistically significant difference in satisfaction mean ratings among the groups who reported no loss of credits, reported loss of credits, or did not know. Those who transferred all of their credits rated satisfaction (mean=4.18) significantly higher than those who reported loss of credits (3.87). Students who reported they did not know if they lost credits or not had the lowest satisfaction (mean 3.64).

Data Source:
MCCD University Transfer Student Survey, Spring 2000

Measure I.3.C:
An evaluation report of the MCCD Course Applicability System (CAS) Implementation Project, a project designed to improve the advisement and transfer articulation process.

As the Course Applicability System (CAS) within Maricopa is not fully implemented yet, the evaluation data for the project are not available at this time.

However, a comprehensive district-wide evaluation plan has been designed and sent to all ten colleges by the Office of Institutional Effectiveness.

Table I.3.C on the next page sketches out the MCCD CAS Project measurable goals and objectives, data source, data gathering method, and time line.

Table I.3.C. Course Applicability System (CAS) Evaluation

MCCD CAS Project Measurable Goals and Objectives

Goal
Potential transfer students at MCCD will have direct access to consistent information about transfer courses and the course applicability toward degree completion.

	Data Source	Data-Gathering Method	Time Line
Objective 1 (Technology Ready) **The Course Applicability System will be available at ten colleges**			
- Does each college have a feasible implementation plan? - Is the hardware delivered to each college on time? - Is the hardware installed on time and functional? - Is the MCCD curriculum encoding completed on time? - Is the Course Equivalence Guide available on-line?	Steering Committee	Report from the steering committee	By 4/15/00
Objective 2 (System Testing) **The system will provide consistent information about transfer courses**			
- Is the information the system provides consistent? - Is the system dependable? - Is the system easy to use?	Tryout group, Students, Advisors	Steer. Cmmtt. Report, Questionnaire, Tech. Records	
Objective 3 (Support Ready) **There will be sufficient support for CAS users**			
- Are there any promotional plans to inform students on CAS availability? - Are there any orientations to guide users using the system? - Is there sufficient technical support for the system? - Is there sufficient staff support for users? - Is AZ CAS available?	Steering committee, Students, Advisors, Helpdesk	Steer. Cmmtt. Report, Questionnaire	
Objective 4 (Students) **The students can access and use the Course Applicability System**			
- Are students aware of the system availability? - Do students have direct access to the system? - Do they know how to use the system? - Are students satisfied with the experience of using the system? - Do students find CAS information useful and helpful?	Students	Web hit count, Questionnaire	Data gather: August 31 Sept. 28
Objective 5 (Advisors/Faculty/Administrators) **Academic advisors, faculty and administrators at MCCD are able to provide services to students by using CAS.**			
- Are academic advisors, faculty and administrators aware of the system availability? - Do academic advisors, faculty and administrators know how to use the system? - Are academic advisors, faculty and administrators able to help students with their transfer plans by using the system? - Are academic advisors, faculty and administrators satisfied with the system?	Advisors, faculty, and admin.	Questionnaire Focus group	August 31 Sept. 28 Focus group: TBD

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4. "Students will successfully complete certificate and associate degree programs."

Measure I.4.A:
Number of completed certificates or associate degrees in a given year.

Figure I.4.A - 1. Number of Certificates or Associate Degrees Conferred
Fiscal Year 1998-1999 & 1999-2000

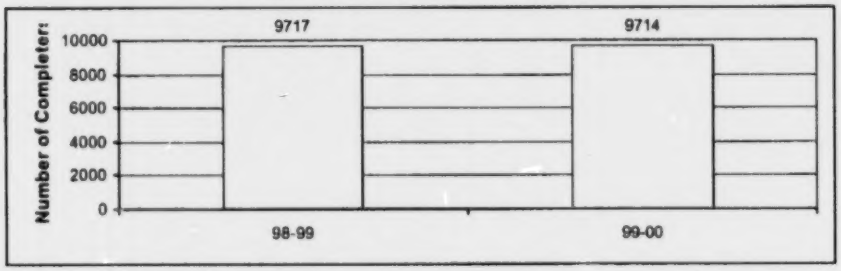
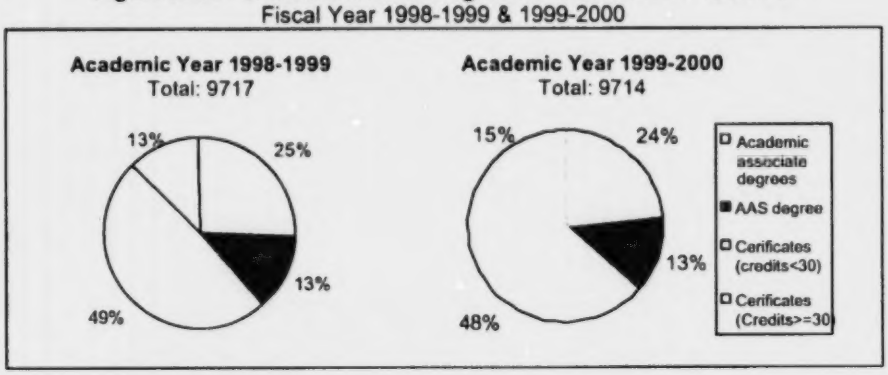


Figure I.4.A - 2. Distribution of Degrees & Certificates Conferred
Fiscal Year 1998-1999 & 1999-2000



Performance Outcome and Analysis:
Over 9710 certificates and associate degrees were conferred for the academic year of 1998-1999 and 1999-2000 respectively. There has been little change in the total number of degree and certificates conferred over the past two years.

Of those awards conferred in 1999-2000, 63% (>=30:15%, <30:48%) were certificates and 13% were associate degree of applied science (AAS), which add up to 76% of the awards in the occupational category.

Of the certificates conferred, those with less than 30 credits (98-99 49%, 99-00 48%) were three times of those with 30+ credits (98-99 13%, 99-00 15%).

Of the associate degrees conferred, the occupational degrees (AAS) (13%) were about half of the academic degrees (98-99 25%, 99-00 24%).

Data Source:
MCCD Institutional Research Data Warehouse.

DEVELOPMENTAL EDUCATION

Goals:

1. Students will demonstrate competencies in courses below 100 level (reading, mathematics, English), which prepare them for success in college level courses.

Major Findings:

- Enrollment in developmental education courses in the District has been fairly stable for over the past five years. Approximately 7% of the total annual FTSE is generated by developmental education courses. (p.II-2)
- Twice as many students enroll in developmental mathematics courses as enroll in English and reading courses. (p.II-2,II-3)
- English and reading students have higher success rates than mathematics students in both developmental and college-level coursework. (p.II-2,II-3)
- Although the mathematics success rate has remained approximately the same for three years, the English and reading success rate has improved each year since 1997. (p.II-2,II-3)

- The Math developmental education had a much higher retention rate (70.4%) than the English developmental education (55.8%). Out of 8656 students who completed Math developmental education courses (grade C or better), 6093 (70.4%) continued to enroll in related college level courses, whereas out of 7454 English developmental education completers (grade C or better), 4166 (55.8%) continued to enroll in related college level courses. (p.II-4)
- However, of those developmental education completers who continued to enroll in related college courses, English students had a higher success rate (69.3%) than Math students (65.9%). (p.II-4)

II. DEVELOPMENTAL EDUCATION

1. "Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) which prepare them for success in college level courses."

Measure II.1.A:
Successful course completion rate ("C" or better) for Developmental Education courses (credit courses below 100 level).

Table II.1.A – 1. % of Annual FTSE Generated by Developmental Courses

	1995-96	1996-97	1997-98	1998-99	1999-00
% of FTSE	6.8%	6.9%	7.0%	7.1%	6.9%

Figure II.1.A - 1. Developmental English and Reading Completion Rate

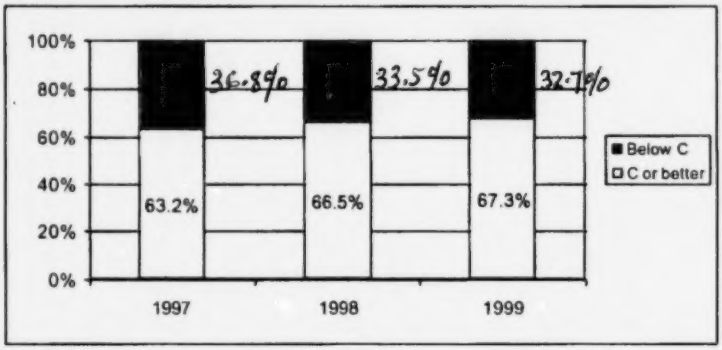


Table II.1.A –2. Developmental English and Reading Totals

Years	Students Enrolled*	"C" or Better Earned	Completion Rate
1997	10836	6845	63%
1998	11501	7647	67%
1999	12597	8482	67%

* These are enrollment numbers, not distinct student headcount.

Performance Outcome and Analysis:
The enrollment in developmental education courses in Maricopa Community Colleges has consistently been around 7% of the total course enrollment for the last five years, (Mary Day, "Developmental Education Enrollment as a Percent of the Total course Enrollment, 1994-1999).

Of the 10,836 students enrolled in a developmental reading or English course in 1997, 6845 or 63.2% successfully completed the course with a grade of "C" or better. In 1998, of the 11,501 students who attempted Developmental English or reading courses, 7,647 or 66.5% successfully completed the course with a grade of "C" or better. In 1999, of the 12,597 students who enrolled in Developmental English or reading courses, 8,482 students or 67.3% successfully completed the course with a grade of "C" or better. Over the past three years, more students are enrolling in or testing into developmental English and reading courses each year. At the same time that the numbers of developmental education students have increased, the success rate has also improved slightly each year.

Data Source:
MCCD Institutional Research Data Warehouse

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Measure II.1.A (Continued):
Successful course completion rate ("C" or better) for Developmental Education courses (credit courses below 100 level).

Figure II.1.A – 2. Developmental Mathematics Completion Rate
1997-1999

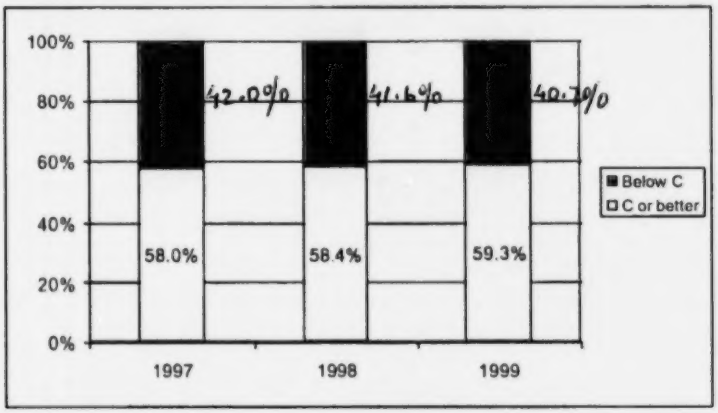

Table II.1.A – 5. Developmental Mathematics Totals

Years	Students enrolled*	"C" or better earned	Completion Rate
1997	24109	13986	58%
1998	24403	14245	58.4%
1999	25305	15010	59.3%

* These are enrollment numbers, not distinct student headcount.

Performance Outcome and Analysis:
Of the students enrolled in a developmental math course in 1997 (24,109 students), 13,986 or 58% successfully completed the course with a grade of "C" or better. This pattern is repeated in 1998 and 1999 when 24,403 and 25,305 students, respectively, enrolled in math; of these students, 14,245 or 58.4% and 15,010 or 59.3% completed the course with a grade of "C" or better. Like English and Reading students, math students improved slightly each of these three years.

Data Source:
MCCD Institutional Research Data Warehouse

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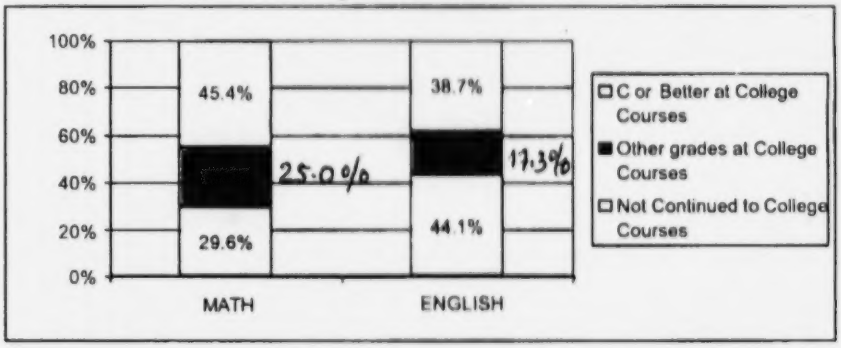
Measure II.1.B:
Number and percentage of developmental education completers who successfully complete (grade of "C" or better) a subsequent related course within two years of completing the developmental course.

Table II.1.B Number of Developmental Education Completers (1997) who Continued to Enroll in Related Colleges Courses, and Completed the Related Courses within 2 Years

	Below 100 Level Courses Completers Cohort*	Continued to enroll in related 100+ Level Courses within 2 Years	Percent	Completed with C or Better in the 100+ courses within 2 Years	Percent of the Cohort	Percent of those who continued in 100+ courses
Math	8656	6093	70.4%	3933	45.4%	65.9%
English**	7454	4166	55.8%	2888	38.7%	69.3%

*The cohort numbers are duplicated numbers across semesters in order to track down for exact two years.
**English includes courses with ENG, RDG, & CRE prefixes.

Figure II.1.B Percentage of Development Education Completers (1997) who Successfully Completed College Level Courses within 2 years



Performance Outcomes:
8656 students completed courses below 100 level with a grade of "C" or better in 1997. Tracking these students down for two years, 6093 (70.4%) of them continued on to take a related course at 100 level or above and 3993 (46.1%) of them successfully completed those college courses with a "C" or better. (Table II.1.B & Figure II.1.B)

7454 English students completed courses below 100 level with a grade of "C" or better in 1997. Tracking these students down for two years, 4166 (55.8%) of them continued on to take courses 100 level or above and 2888 (38.7%) of them successfully completed those 100 level or above courses with a "C" or better. (Table II.1.B & Figure II.1.B)

Figure II.1.B indicates that the Math developmental education had a much higher retention rate (70.4%=25%+45.4%) than the English developmental education (55.8%=17.1%+38.7%), although of those who continued to enroll in related college courses, English students had a higher success rate (69.3%) than Math students (65.9%). (Table II.1.B)

Note: The cohort numbers are duplicated numbers across semesters in order to track down for exact two years and the English courses include courses with ENG, RDG, & CRE prefixes.

Data Source:
MCCD Institutional Research Data Warehouse

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WORKFORCE DEVELOPMENT

Goals:

1. Students will complete occupational programs or courses with skills sought by themselves or employers.
2. Maricopa Community Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training and educational needs.

Major Findings

- In 1999-2000 the annual student enrollment in occupational courses was 90,307. (p.III-2)
- 17 of the 113 Occupational Programs graduated over 50 students. (p.III-3,III-4,III-5,III-6)
- 50 of the 113 Occupational Programs graduated less than 10 students this year. (p.III-3,III-4,III-5,III-6)
- Certificates with 30 or More Credits have increased by 281 awards, while both the Certificates with Less than 30 Credits (down by 64) and the AAS Degrees (down by 16) have decreased by a combined number of 70 awards in 1999-2000. (p.III-7)
- Over 70% of the students who responded to the Former Student Survey stated they met their primary goal. (p.III-8)
- Both students who met their primary goal and students who did not meet their primary goal indicated they were satisfied with the Maricopa Community Colleges. (p.III-9)
- Within 3 years of entrance into the MCCCD, over 80% of our students are employed. (p.III-10)
- Occupational student wages show an increase of 25.2% in a little over 2 years. (p.III-11)
- Overall, health care employers are satisfied with the preparedness of our students. (p.III-12)

- Partners of MCCCD for whom we conduct contract training averaged a 2.7 satisfaction rate out of a 1 to 3 scale (1 being dissatisfied and 3 being satisfied). (p.III-13,III-14,III-15,III-16,III-17)

III. WORKFORCE DEVELOPMENT

1. "Students will complete occupational programs or courses with skills sought by themselves or employers."

Measure III.1.A:
Annual student enrollment in occupational courses. Annual certificate and degree program completion by CIP (Classification of Instructional Programs).

Table III.1.A – 1. Top Ten Occupational Programs Based on Number of Awards
1999-2000

Rank	Certificates and Occupational Degrees	Number Awarded
1	Flight Attendant	1543
2	Law Enforcement/ Police Science	784
3	Personal & Miscellaneous Services	650
4	Corrections/ Correctional Administration	616
5	Emergency Medical Technology	432
6	Nursing (R.N. Training)	406
7	Nurse Assistant/ Aid	384
8	Management Information Systems & Business Data Process	278
9	Education Administration & Supervision	252
10	Fire Science/ Firefighting	208

Performance Outcome and Analysis:
The annual student enrollment in occupational courses in 1999-2000 is 90,307. This is an unduplicated number of students who have taken and passed vocational courses in the terms Summer 1999, Fall 1999 and Spring 2000.

Table III.1.A-1 illustrates the Top 10 occupational programs based on the number of Certificates and AAS Degrees awarded for the 1999-2000 year.

Table III.1.A-2 on the following pages represents certificate and degree completion by CIP for the 1999-2000 year. Of the 113 total certificates and AAS degree programs, 50 programs have graduated less than 10 students this year.

Data Source:
Maricopa Institutional Effectiveness Office, Data Warehouse

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Measure III.1.A: (Continued)
Annual student enrollment in occupational courses. Annual certificate and degree program completion by CIP (Classification of Instructional Programs).

Table III.1.A – 2. Number of Occupational Program Completers by CIP Code
1999-2000

CIP Code	Program Title	No. of Completers	Award Level
490106	Flight Attendant	1,543	Certificate Less Than 30 Hours
430107	Law Enforcement/Police Science	784	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
129999	Personal & Miscellaneous Serv., Other	650	AAS, Certificate Less Than 30 Hours
430102	Corrections/Correctional Administration	616	Certificate Less Than 30 Hours
510904	Emergency Medical Tchnlgy/Tchncn	432	AAS, Certificate Less Than 30 Hrs
511601	Nursing (R.N. Training)	406	AAS, Certificates 30 or More Hours
511614	Nurse Assistant/Aide	384	Certificate Less Than 30 Hours, Certificates 30 or More Hours
521201	Mgmt. Information Systems & Business Data Proc., Gen.	278	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
130499	Education Administration and Supervision, Other	252	AAS, Certificate Less Than 30 Hours
430203	Fire Science/Firefighting	208	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
521204	Bus. Systems Ntwrkng & Telecommunications	170	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
511613	Practical Nurse (L.P.N. Training)	151	Certificates 30 or More Hours
131307	Health Teacher Education	84	Certificate Less Than 30 Hours
460302	Electrician	74	AAS, Certificates 30 or More Hours
470604	Auto/Automotive Mechanic/Tech.	72	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
510602	Dental Hygienist	56	AAS
200401	Institutional Food Workers & Administrators, Gen.	52	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
512399	Rehabilitation/Therapeutic Services, Other	50	AAS, Certificates 30 or More Hours
511501	Alcohol/Drug Abuse Counseling	48	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
500402	Graphic Design, Commercial Art & Illustration	45	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
520201	Business Administration & Mgmt., Gen.	43	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
150303	Electrical, Elctrnc & Comm. Engin. Tchnlgy/Tchncn	42	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hours
220103	Paralegal/Legal Assistant	42	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
510799	Health & Medial Administrative Srvs., Other	42	AAS, Certificate Less Than 30 Hrs
529999	Business Mgmt. & Administrative Serv., Other	42	Certificate Less Than 30 Hours
510908	Respiratory Therapy Tech.	40	AAS, Certificates 30 or More Hours
200201	Child Care & Guidance Wrkrs & Mngrs, General	37	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
520302	Accounting Technician	35	AAS, Certificate Less Than 30

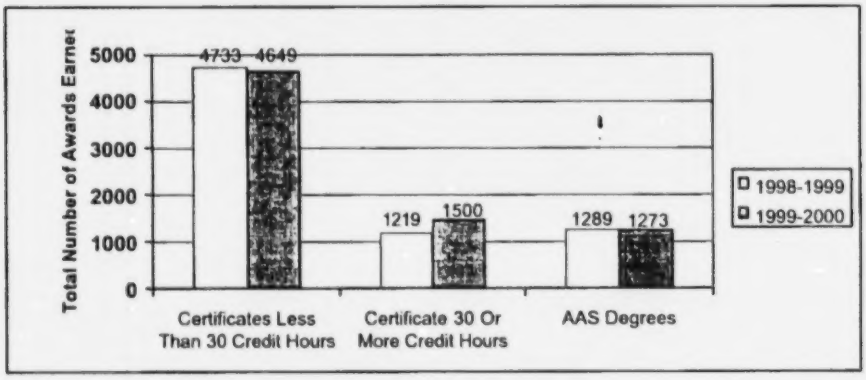
			Hours, Certificates 30 or More Hrs
100104	Radio & Television Broadcasting Tchnlgy/Tchncn	30	AAS, Certificates 30 or More Hours
480102	Architectural Drafting	29	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
040501	Interior Architecture	28	AAS
480199	Drafting, Other	25	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
510703	Health Unit Coordinator/Ward Clerk	25	Certificate Less Than 30 Hours
150403	Electromechanical Tchnlgy/Tchncn	23	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
520902	Hotel/Motel & Restaurant Mgmt.	23	AAS, Certificates 30 or More Hours
120301	Funeral Serv. & Mortuary Science	22	AAS
150301	Computer Engin. Tchnlgy/Tchncn	22	AAS, Certificate Less Than 30 Hours
150603	Industrial/Manufacturing Technology/Technician	22	AAS, Certificates 30 or More Hours
460201	Carpenter	22	Certificates 30 or More Hours
470607	Aircraft Mechanic/Tech., Airframe	21	Certificates 30 or More Hours
470608	Aircraft Mechanic/Tech., Powerplant	21	Certificates 30 or More Hours
479999	Mechanics & Repairers, Other	20	AAS, Certificates 30 or More Hours
520401	Administrative Assistant/Secretarial Science, General	20	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
470201	Heating, Air Cond. & Refrig. Mechanic & Repairer	18	AAS, Certificates 30 or More Hours
510806	Physical Therapy Assistant	18	AAS
510907	Medical Radiologic Technology/Technician	18	AAS
200203	Child Care Services Manager	17	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
480506	Sheet Metal Worker	16	Certificates 30 or More Hours
510905	Nuclear Medical Technology/Technician	16	AAS, Certificates 30 or More Hours
510910	Diagnostic Medical Sonography	15	AAS, Certificates 30 or More Hours
520101	Business, Gen.	15	AAS, Certificate Less Than 30 Hrs
150506	Water Quality & Wstwtr Treatment Tchnlgy/Tchncn	14	AAS, Certificate Less Than 30 Hrs
521101	International Business	14	AAS, Certificate Less Than 30 Hrs, Certificates 30 or More Hours
070301	Computer Applications Technology, Computer Information Systems	12	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
110101	Computer and Information Sciences, Gen.	12	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
430106	Forensic Technology/Technician	12	AAS
520205	Op. Mgmt. & Supervision	12	AAS, Certificate Less Than 30 Hrs
010302	Agricultural Animal Husbandry & Prod. Mgmt.	11	AAS, Certificates 30 or More Hours
510909	Surgical/Operating Room Tech.	11	AAS, Certificates 30 or More Hours
520405	Court Reporter	9	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
511599	Mental Health Serv., Other	8	AAS, Certificate Less Than 30 Hrs
420203	Basic Firefighter	7	AAS, Certificate Less Than 30 Hrs
511099	Health & Medical Laboratory Tchnlgy/Tchncns, Other	7	Certificate Less Than 30 Hours
520403	Legal Administrative Assistant Secretary	7	AAS, Certificates 30 or More Hours

521401	Business Mkt. & Mkt. Mgmt.	6	AAS
430104	Criminal Justice Studies	5	AAS
520501	Business Communications	5	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
520803	Banking & Financial Support Serv.	5	AAS, Certificates 30 or More Hours
150501	Heating, Air Conditioning & Refrigeration Tchnlgy/Tchncn	4	AAS, Certificates 30 or More Hours
200202	Child Care Provider/Assistant	4	AAS, Certificate Less Than 30 Hours
200303	Commercial Garment and Apparel Worker	4	AAS
250301	Library Assistant	4	AAS, Certificate Less Than 30 Hrs
430105	Administration of Justice Studies	4	AAS, Certificate Less Than 30 Hrs
510801	Medical Assistant	4	Certificate Less Than 30 Hours
520404	Medical Administrative Assistant/Secretary	4	Certificates 30 or More Hours
521501	Real Estate	4	AAS, Certificate Less Than 30 Hrs
010601	Horticulture Serv. Op. & Mgmt., Gen.	3	AAS, Certificate Less Than 30 Hours
131501	Teacher Assistant/Aide	3	AAS, Certificate Less Than 30 Hrs
310599	Health and Physical Education/Fitness, Other	3	AAS
44040	Law Enforcement Supervision	3	Certificate Less Than 30 Hours
440401	Public Administration	3	Certificate Less Than 30 Hours
460403	Construction/Building Inspector	3	AAS, Certificate Less Than 30 Hours
480501	Machinist/Machine Technologist	3	AAS, Certificate Less Than 30 Hrs
480507	Tool & Die Maker /Technologist	3	AAS, Certificate Less Than 30 Hours, Certificates 30 or More Hrs
510707	Medical Records Technology/Technician	3	AAS, Certificate Less Than 30 Hrs
520301	Accounting	3	AAS
060401	Management	2	AAS
080102	Fashion Merchandising	2	AAS
080706	Gen. Selling Skills and Sales Operations	2	Certificate Less Than 30 Hours
081105	Travel Serv. Mkt. Op.	2	AAS, Certificates 30 or More Hours
150201	Civil Engine/Civil Technology/Tchncn	2	AAS
150801	Aeronautical & Aerospace Engine Tchnlgy/Tchncn	2	AAS
200409	Institutional Food Srvcs. Administrator	2	Certificates 30 or More Hours
430201	Fire Protection & Safety Tchnlgy/Tchncn	2	Certificate Less Than 30 Hours, Certificates 30 or More Hours
460501	Plumber & Pipefitter	2	Certificates 30 or More Hours
480105	Mechanical Drafting	2	Certificates 30 or More Hours
480508	Welder/Welding Technologist	2	Certificate Less Than 30 Hours
510203	Speech-Language Pathology	2	AAS
510601	Dental Assistant	2	AAS
510899	Health & Medical Assistants, Other	2	Certificate Less Than 30 Hours
080903	Recreation Products/Services Mrktng Oper.	1	Certificate Less Than 30 Hours
090501	Public Rltns & Organizational Communications	1	AAS
100199	Communications Tchnlgy/Tchncn, Other	1	AAS
13501	Early Childhood Education Teacher Aid	1	Certificate Less Than 30 Hours
139999	Education, Other	1	AAS

149999	Engineering, Other	1	AAS
159999	Engineering-Related Tchnigs/Tchncns, Other	1	AAS
220199	Law and Legal Studies, Other	1	Certificates 30 or More Hours
470609	Aviation Systems & Avionics Main. Tchnlgy/Tchncn	1	AAS
511201	Medicine (M.D.)	1	Certificates 30 or More Hours
521202	Business Computer Programming/Programmer	1	Certificate Less Than 30 Hours
Total	**Total**	**7,422**	**AAS, Certificates 30 or More Hours, Certificate Less Than 30 Hrs,**

Measure III.1.B:
Number of Completed Certificate and/or AAS Degrees in a Given Year.

Figure III.1.B. Total Number of Certificates and AAS Degrees
1998-1999/1999-2000



Performance Outcome and Analysis:
The total number of completed certificate and/or AAS degrees for 1999-2000 is 7422. This is 181 more awards completed than in the previous year. Over the last two years the Maricopa Community College District has experienced only slight changes in the total number of degrees and certificates earned; however there has been a shift in where students are earning their certificates and AAS degrees. The AAS degrees and certificates with less than 30 credits have decreased by a total of 100 awards, while the certificates with greater than 30 credits have increased by 281 awards.

Data Source:
MCCD Institutional Research Data Warehouse

Measure III.1.C:
Evidence of student satisfaction with completion of their goal to achieve workforce skills.

Figure III.1.C – 1. Reported Goal Attainment

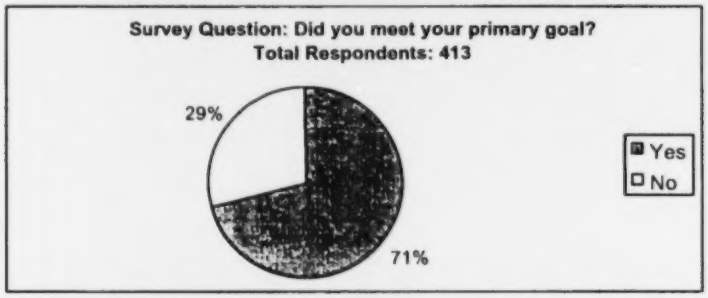
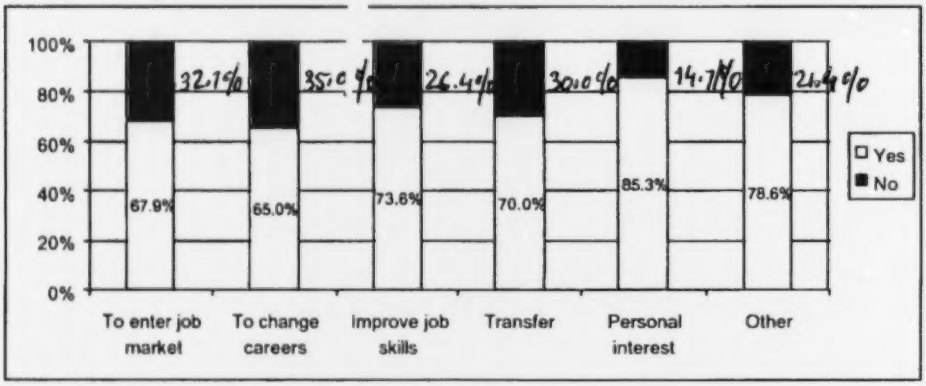


Figure III.1.C - 2. Reported Goal Attainment by Primary Goals



Performance Outcomes and Analyses
Out of 413 responses, 232 people (71%) reported they have achieved their primary goal for attending Maricopa Community Colleges, and 121 people (29%) reported they have not met their primary goal. When answering the question regarding why their primary goal was not met, most respondents selected categories relating to lack of time/education/experience and personal reasons.

Figure III.1.C-2 shows the reported goal attainment by primary goals. People who indicated personal interest as their goal had the highest percentage (85.3%) of goal attainment while people whose goal was to change careers had the lowest percentage (65%) of goal attainment.

Data Source:
Maricopa Community Colleges Former Student Survey, conducted by the Institutional Effectiveness Office of the Maricopa Community Colleges, July 2000.

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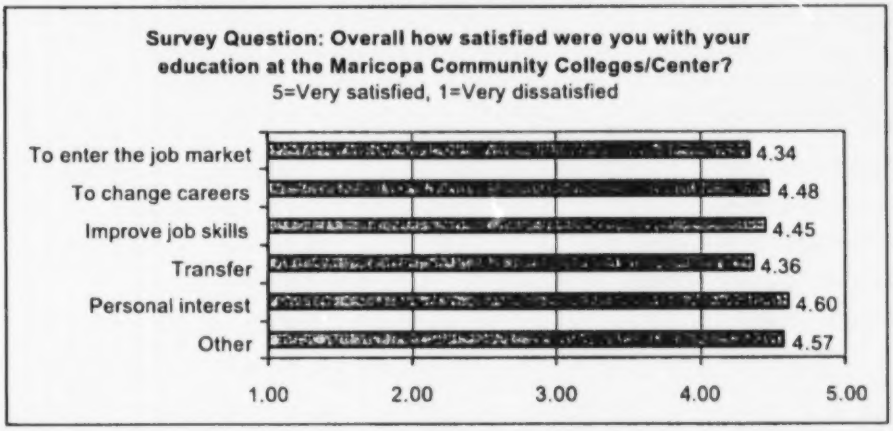
Measure III.1.C (Continued):
Evidence of student satisfaction with completion of their goal to achieve workforce skills.

Figure III.1.C - 2. Satisfaction Means by Goal Attainment

Did you meet your primary goal?	Satisfaction with education at the MCCD/Center. **Average Satisfaction Mean** (5=very satisfied, 1=very dissatisfied)
Yes	4.56
No	4.14
Total	4.44

Figure III.1.C - 3. Satisfaction Means by Primary Goal



Performance Outcomes and Analysis

As shown in Figure III.1.C-2, the mean rating for the overall satisfaction by those who met their goals was 4.56, which is very high (5=very satisfied, 1= very dissatisfied). Those who did not meet their goals rated their satisfaction at a 4.14 level, which is, as expected, lower than the first group, but still relatively high.

Figure III.1.C.3 shows respondents' satisfaction means are all above 4 (5=very satisfied, 1=very dissatisfied) regardless of goal attainment. People whose primary goal was to "develop personal interest" had the highest rating (4.57), and people whose primary goal was to "prepare to enter the job market" had the lowest rating (4.34).

Data Source:
Maricopa Community Colleges Former Student Survey conducted by the Institutional Effectiveness Office of the Maricopa Community Colleges, July 2000.

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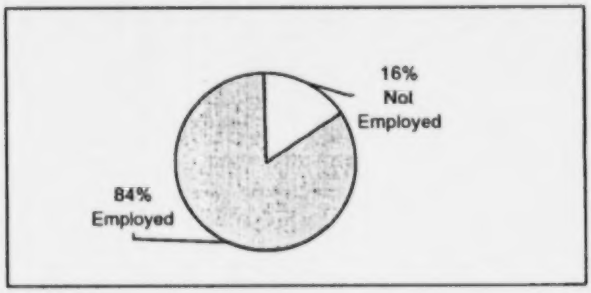
Measure III.1.D:
Percent of occupational program students employed in the state of Arizona within 3 years of entry into the community college.

Figure III.1.D. Employment Status of 1994-1995 Carl Perkins Cohort* within 3 Years of Entrance into MCCD



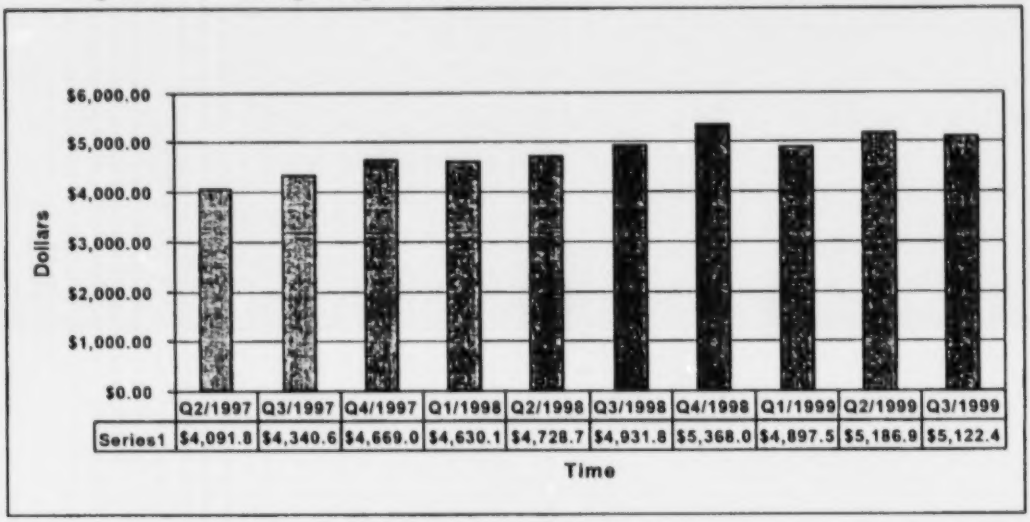
*Carl Perkins Cohort Definition:
"7 or more credits in an occupational prefix, and have earned an occupational degree or certificate."

Performance Outcome and Analysis:
The above percentages are based on the students who meet the Carl Perkins cohort criteria. These students are tracked both before entry into a community college and after stopping out or graduating from a community college. The above percentages represent the number of occupational students employed within three years of entrance into one of the Maricopa Community Colleges. Within three years of entrance 84% of the occupational students have records indicating employment in the Arizona Department of Economic Securities (DES) UI Wage Files. 16% of those students have no records indicating employment. DES UI Wage Files do not track students who serve as public servants, who own small businesses, who serve in the military, or who leave the state.

Data Source:
1994-1995 Carl Perkins II Wage Data for the Maricopa Community Colleges

Measure III.1.E:
Evidence of wage increase and employment status over time.

Figure III.1.E. Average Wage of MCCD 1994-1995 Carl Perkins Cohort Over Time



Average Wage Increase in Two Years

Table III.1.E. Wage Increase in Two Years
MCCD 1994-1995 Carl Perkins Cohort vs. Maricopa County Average Population*

Quarter	MCCCD Student Average Wage	Percent Increase	Maricopa County Average Population Wage*	Percent Increase
Q2/1997	$4091.8	25.2%	$7124	13%
Q3/1999	$5122.4		$8034	

*Maricopa County Average Population refers to people who have wage records in AZ Department of Economic Security

Performance Outcome and Analysis:
Figure III.1.E shows evidence of average wage increases of Maricopa Community College Carl Perkins occupational students by quarter (4 quarters annually). From Quarter 2/1997 through Quarter 3/1999, occupational students' wages increased by 25.2%. This is 12.2% higher than the Maricopa County average wage increase for the general population. It is expected that our students' wages would increase at a higher percent than the average Maricopa County general population, due to the education they are receiving.

Data Source:
1994-1995 Carl Perkins II Wage Data for the Maricopa Community Colleges

Measure III.1.F:
Evidence of employer satisfaction with the preparedness of MCCD students for the positions they hold in business and industry.

This year we do not have representative data for employer satisfaction. The preliminary results of the focus groups on nursing program graduate employers are used here to show some employer satisfaction.

Measure III.F
Evidence of employer satisfaction with the preparedness of MCCCD students for the positions they hold in business and industry.

Table III.1.F

Employers of Nursing Program Graduates Focus Group Results		
Are Employers Satisfied With the Overall Preparedness of our Nursing Graduates?	**Are Employers Satisfied with our Nursing Graduates Overall Teamwork/ Communication Skills?**	**Are Employers Satisfied with our Nursing Graduates Demonstration of Diversity in the Workplace?**
Overall employers were satisfied with the preparedness of Maricopa Nursing Program Graduates	Overall employers were not satisfied with Maricopa Nursing Program Graduates' teamwork/communication skills	Overall employers were satisfied with Maricopa Nursing Program Graduates' demonstration of diversity In the workplace.

Areas Where Nursing Graduates Need Improvement
(This is in rank order from most improvement needed to little improvement needed.)

1. Delegation of Responsibilities to L.P.N's and C.N.A's
2. Application of Standard Laws and Regulations that govern the Health Care System
3. Critical Thinking
4. Clinical Training (Patient/Student Ratio and Shift Length)
5. Knowledge of Other Health Care Professionals' Scope of Practice
6. Workplace Behavior
7. Nursing Scope of Practice

Performance Outcome and Analysis:
Overall employers who participated in the focus group were satisfied with the graduates who had been hired to work in their facilities. Most employers were very satisfied with graduates' professionalism and appreciated their commitment to the health care system. In all cases employers were very satisfied with the graduates' demonstration of diversity. Most of the employers were concerned with the teamwork and communication skills brought into the workplace by the graduates. Listed above are areas of improvement needed, ranked in order from most improvement needed to little improvement needed. The Nursing Program Directors and HCIES are very aware of the need for improvement in the above areas and have addressed these issues by changing the curriculum. Graduates from the new curriculum will enter into the workforce in the Summer of 2001. Follow-up focus groups are planned to evaluate the new graduates of the new health care curriculum.

Source:
Employers of Nursing Program Graduates Focus Group, conducted August 2000

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III. WORKFORCE DEVELOPMENT

2. "Maricopa Community Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training and educational needs."

Measure III.2.A and B:

- **A. Evidence of partners who indicate satisfaction with services that meet their employment needs, measured on an annual basis. Collated evaluations of major partners programs.**
- **B. Number, names, purpose of organizations by college; number of persons trained; number of contract training hours generated.**

TABLE III.2.A/B. MCCD Partners for whom Contract Training was Provided
1999-2000

Name	Purpose of Partnership/Contract	No. of Persons Trained	No. of Credit/Contract Training Hours	Partnership Satisfaction (3=Very Satisfied 1=Not Satisfied)
Allied Signal	Computer training/manufacturing technology training	2275	750 credits	3
American Express Travel School	Travel Classes	675	2025 credits	2
APS Palo Verde	Apprenticeship training	40	210 credits	2
Arizona Builders Alliance	Apprenticeship training	442	2130 credits	2
Arizona Dept. of Transportation	Electrical Codes is to teach ADOT employees proper updates on the changes to the National Electrical Codes	30	16 clock hrs.	2
Arizona Dept. of Transportation	Telecommunications to teach current and emerging telecommunications technology. This course covers basic concerns ADOT is having in the field.	16	16 clock hrs.	2
Arizona Dept. of Transportation	Real Estate Seminar: Appraisals, Management & Taxes (NC) to have a qualified instructor train employees on real estate appraisal such as valuation, market value and other applicable applications.	38	24 clock hrs.	2
Arizona Dept. of Transportation	Real Estate Seminar: Appraisals, Management & Taxes © same as above.	26	1.5 credits	2
Arizona Field Ironworkers JATC	Apprenticeship training	106	330 credits	2
Arizona Heart Hospital	Health-care courses	72	216 credits	3
Arizona Pipefitting Trades	Apprenticeship training	394	2355 credits	3
Arizona Public Service	Commercial Driver License Training to train and test employees for class A License.	20	30 clock hrs.	2
Associated Builders & Contractors	Apprenticeship training	585	1875 credits	2
Avondale Fire Department	To provide corporate fitness program for employers in the West Valley	34	2 credits/ 26.67 clock hrs.	3
AZ Career Academy	Computer Classes	9	27 credits	3
AZ Dept. of Environmental Quality	Computer training	202	143 credits	3
AZ Dept. of Transportation	Computer training	351	183 credits	3
AZ Dept. of Water Resources	Computer training	77	39 credits	3
Central Arizona Carpenters JATC	Apprenticeship training	681	2355 credits	2
Chandler Unified	To train Chandler Unified School District	31	310 clock hrs.	2

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School District	teachers in the prevention of problem behaviors.			
City of Avondale	To provide Total Quality Management (TQM) and customer service training and education to employers in the West Valley	76	3 credits/40 clock hrs.	2
City of Litchfield Park	To provide Total Quality Management (TQM) and customer service training and education to employers in the West Valley	23	3 credits/40 clock hrs.	2
City of Phoenix	Spanish for Police & Fire Depts.	566	1086 credits	2
City of Phoenix	Computer training	284	259 credits	3
City of Phoenix	EHST Reducing Air Pollution from Construction	148	444 clock hrs.	15
City of Phoenix Detectives	Internet Training for Detectives	229	91 credits	3
City of Phoenix-Special Services, Housing	Computer Classes	5	5 credits	3
City of Tolleson	To provide Total Quality Management (TQM) and customer service training and education to employers in the West Valley	50	3 credits/40 clock hrs.	3
City of Tolleson	Summer youth program for high school students to find better jobs after graduating	12	2 credits/40 clock hrs.	3
City of Tolleson/Holsum	To provide basic skills training for employers in the West Valley	34	3 credits/40 clock hrs.	3
Clayton Homes	Job Specific Spanish	13	26 credits	3
Credit Data southwest	Computer Classes	3	4.5 credits	3
Deere and Company	To provide an educational facility for corporate trainer to conduct their national and international training programs. The contact results in a win-win for both the college and Deer and Company	250	280 clock hrs.	3
Dept. of Revenue	Statistical Analysis Course	18	36 credits	3
Desert Samaritan Hospital	Health-care courses	22	88 credits	3
DMB Properties	Time Management Course	30	12 clock hrs.	2
Educators surveyed in and around Maricopa County	To train educators within the AZ Dept. of Education and local city employees (Chandler, Gilbert, Mesa) on grant writing techniques	60	360 clock hrs.	3
Ford	Train automotive fleet and dealer technicians on automotive industry updates.	675	1920 clock hrs.	2
General Motors	Train automotive fleet and dealer technicians on automotive industry updates.	2425	2040 clock hrs.	2
Genesis Academy	BPC, GBS, BTO, COM, BIO	102	362 credits	3
Glendale Police Dept	Setup and administer typing tests for candidates applying for position with the Glendale Police Dept.	15	15 clock hrs.	2
Good Samaritan Hospital	Health-care courses	128	512 credits	3
Good Samaritan Hospital-Phx. Chldr.	Health-care courses	15	30 credits	3
Health South Meridian	Health-care courses	30	60 credits	3
Heritage Graphics	Computer Classes	6	3 credits	3
Holsum Bakery	Customized Training Courses-Stress Reduction, Quality Process, Communication, Conflict Resolution, Motivation Series, Substance Abuse, Suggestive Selling, Written	300	188 clock hrs.	3

	Communication, Basic Math for Business, Harvard Case Study, Myers Briggs Analysis, Defensive Driving, Time Management			
Honeywell	Tech Honeywell employees basic English	9	48 clock hrs.	3
Honeywell	Teach English as a Second Language to Honeywell employees	28	72 clock hrs.	3
Hospitality Consortium	This 2+2+2 partnership is an articulated program supported by the hospitality industry that encourages career minded students to choose and apply hospitality skills while attending high school. The partnership includes Northern AZ University, City of Scottsdale Tourism Dept., Scottsdale Unified High School and Scottsdale Community College	30	3 credits	
Ind. Elec. Contr. Assoc	Industrial technology	141	705 credits	
Intel	ERT Training	2985	1548 clock hrs.	
Intesys Technologies	Manufacturing technologies	400		2
John C. Lincoln Hospital	Health-care courses	24	96 credits	3
Johnson Controls	JC Institute	152	560 credits	
Laveen School Dist.	Computer training	68	68 credits	
Lucent Technologies	Assessment – Occupational Administer an assessment, evaluate the data and generate individual, group and/or departmental reports and recommend necessary training	90	15 clock hrs.	2
Lucent Technologies	Assessment – Supervisor , same as above	22	9 clock hrs.	2
Lucent Technologies	Soldering class to bring the soldering skills of current employees to a consistent level as determined by Lucent's in-house manufacturing and soldering documents.	38	40 clock hrs.	3
Lutheran Social Ministries	Management, Supervisory, and Leadership Training –Module 1	15	4 clock hrs.	2
Lutheran Social Ministries	Management, Supervisory, and Leadership Training –Module 2	11	4 clock hrs.	2
Lutheran Social Ministries	Management, Supervisory, and Leadership Training –Module 3	16	4 clock hrs.	2
Lutheran Social Ministries	Management, Supervisory, and Leadership Training –Module 4	16	4 clock hrs.	2
Maricopa Federal Credit Union	Computer Training	8	4 credits	3
Maricopa Integrated Health Systems	Health-care courses	76	456 credits	3
Mesa Lutheran Hospital	Health-care courses	68	204 credits	3
New Adventures in Learning for Seniors (N.A.I.L.S.)	To provide N.A.I.L.S. members with short-term training sessions that meet the educational and recreational needs of this particular group of citizens.	601	3211 clock hrs.	3
Orange Tree Golf Resort	Conversational Spanish	16	20 clock hrs.	3
Orange Tree Golf Resort	English as a Second Language	28	20 clock hrs.	3
OrthoLogic Inc	OSHA Hazardous Communication Standard for Management	11	4 clock hrs.	3
Participating High Schools	To provide support and training to high school instructors teaching Cisco	12	120 clock hrs.	N/A

	Networking courses			
Phoenix Electrical JATC	Apprenticeship training	523	1935 credits	3
Phoenix Indian Medical Center	Health-care courses	45	45 credits	3
Phx Metropolitan School Districts K-12 and General Public	Fundamentals of Financial Security and Successful Money Management to educate educators and the general public on how to seek maximization of your investment returns and provide a secure future for them and their families	387	90 clock hrs.	2
Precision High School	Computer Training	9	54 credits	2
Progressive Roofing	Computer training	252	252 credits	
Rehabilitation Services	Customized Training Office Communication	36	108 clock hrs.	3
Roman Catholic Church	Computer Training	64	32 credits	2
RPS/Fed Ex	Computer training	56	28 credits	3
Scottsdale Healthcare	Job Specific Spanish	19	57 credits	3
Sentinel	Computer training	10	30 credits	
St. Joseph's Hospital	Health-care courses	158	948 credits	3
State Fund Workers Compensation	Job Specific Spanish	12	24 credits	3
Sundt	Computer training	17	9 credits	
Sundt Corp.	Building trades	82	105 credits	2
Tanknology	EHST HAZWOPER	6	40 clock hrs.	3
Thunderbird Podiatry	Basic Internet to provide basic internet training to their office staff	12	8 clock hrs.	2
Town of Gilbert	EHST Reducing Air Pollution from Construction	14	4 clock hrs.	3
Toyota/Nissan	Automotive training	100		
US West – Pathways	Computer Training	242	121 credits	3
VA Hospital	Health-care courses	27	27 credits	3
VA Medical Center	Microcomputer Keyboarding	36	40 clock hrs.	Not Available
VA Medical Center	Personal Financial Planning Overview	83	1.5 clock hrs.	Not Available
VA Medical Center – Sun City	Personal Financial Planning Overview	17	1.5 clock hrs.	Not Available
Valley Crest	EHST Reducing Air Pollution From Construction	29	3 clock hrs.	3
Wigwam Resort	To provide Total Quality Management (TQM) and customer service training and education to employers in the West Valley	34	40 clock hrs.	2
Wigwam Resort	To provide corporate fitness program for employers in the West Valley	29	26.67 clock hrs.	2
Xerox	Computer training	8	8 credits	
YMCA (Valley Wide)	Computer Training	21	10.5 credits	3
The hours for the following companies are included in the subtotal				
America West Airlines				
Arizona Health Care Cost Containment System				
Arizona Kidney Foundation				
Arizona Peace Officer Standards & Tr. Board				
Arizona Public Service				
Avnet				
Avnet				

Blue Cross/Blue Shield				
Chandler Police Dept.				
Chase Manhattan Bank				
City of Phoenix				
Costco				
Department of Corrections				
Department of Economic Security				
Dept. of Public Safety				
Dept. of Transportation				
Earnhardts				
Honeywell				
IKON Office Solutions				
Indian Rehabilitation				
Intel				
Maricopa County				
Maricopa County Dept. of Medical Eligibility				
Maricopa County Sheriffs Office				
Mesa Police Department				
Phoenix Police Dept.				
Salt River Project				
State Fund				
Valley Del Sol				
Subtotals for the above companies without specified hours:		11,649	112,046 credits/ 3,060 clock hrs.	
TOTALS		**30,465**	**133,045.5 credits/ 14,200.67 clock hours.**	**2.75**

Performance Outcomes and Analysis:
For this years' annual report the Occupational Deans decided to limit the partners to only those for which they provide contact training. On a scale of 1 to 3, 1 being dissatisfied and 3 being satisfied, private, community and public partners averaged a satisfaction rate of 2.7.

Data Source:
Occupational Deans

STUDENT DEVELOPMENT SERVICES

Goals:

1. Students will be provided programs and services that support their learning, educational and employment/career goals.
2. Students will be provided programs and services that support their personal growth and citizenship development. For each goal, there are several measures.

Major Findings:

- The colleges are providing a full-range of programs and services that support student learning, and employment/career goals. Included in the list is the Maricopa Recruiter, which in its first year of operation is attracting large numbers of both employers and students. The colleges are also providing a wide variety of opportunities for student growth and development, for student leadership and community service. (p.IV-2,IV-5)
- The most important support identified by the students participating in the Noel-Levitz Survey were instructional effectiveness, academic advising/counseling and academic services (library, computer labs, tutoring). In particular, they expressed the importance of and their high satisfaction with the quality of instruction and of the faculty. In addition, they indicated high importance and satisfaction with college computer labs and policies regarding registration. (p.IV-2,IV-3)
- Although students reported high satisfaction with the quality of instruction, they reported less satisfaction with the variety of courses. They also indicated less satisfaction with notification early in the term if doing poorly in a class. (p.IV-3)
- Among the services students considered most important, they were least satisfied with academic advising/counseling. Of most concern were advisor knowledge of program requirements and transfer requirements. (p.IV-2,IV-3)
- Students also reported satisfaction with registration policies and procedures. However, they expressed less satisfaction with class scheduling. (p.IV-3)
- Students reported satisfaction with campus climate, faculty concern for the individual, student centeredness and responsiveness to diverse populations. Conversely, they reported less satisfaction with "college" concern for students as individuals. (p.IV-7,IV-8)
- Students indicated less satisfaction with support for goal-setting and career decision-making. (p.IV-7,IV-8)
- Students reported feeling safe on the campus but were less satisfied with parking lot security. They considered "Safety and Security" more important than their peers, nation-wide and were more satisfied with these issues. (p.IV-7,IV-8)

IV. STUDENT DEVELOPMENT SERVICES

1. "Students will be provided programs and services that support their learning, educational and employment/career goals."

Measure IV.1.A:
Evidence of student satisfaction with programs and services in support of their learning and employment/career goals.

Table IV.1.A – 1. Students Mean Ratings on Learning Support Services
MCCD vs. Nation-Wide
(7=Very important/very satisfied; 1=not important/not satisfied at all)

Services	Maricopa County		Two-Year Public		Mean Difference (satisfaction)
	Importance	Satisfaction	Importance	Satisfaction	
Instructional Effectiveness	6.17	5.30	6.17	5.27	.03
Academic Advising/Counseling	6.03	4.8	6.1	5.06	-.26***
Academic Services	5.99	5.26	6.01	5.14	.12***
Campus Support Srvs.	5.21	4.78	5.40	4.78	.00
Responsiveness to Diverse Populations		5.37		5.30	.07*

***Difference statistically significant at the .001 level

Performance Outcome and Analysis
On a scale of 1 to 7, with 7 being the highest, Maricopa Community College students rated Instructional Effectiveness, and Academic Services (Library, Computer Labs, Tutoring) as high, both in importance and satisfaction. In addition, on the campus added question related to Responsiveness to Diverse Populations, students indicated high satisfaction. They were no asked to state the importance. When compared to two-year, public institutions, nationwide, Maricopa students rated the Academic Services as less important but more satisfactory than their peer community college students in other parts of the nation. Maricopa students also rated Academic Advising/Counseling Services as less important and less satisfactory than their peers. Campus Support Services, including career services, veteran services, child care and orientation, was rated similarly by Maricopa students and those of peer institutions. The difference between Maricopa students and their national peers was statistically significant in 3 areas: Academic Advising/counseling, Academic Services, and Responsiveness to Diverse Populations.

Data Source:
Noel-Levitz, Inc. Student Satisfaction Inventory conducted on five Maricopa College campuses during the 1998-2000 academic years. A total of 1,449 students participated district-wide. Chart taken from the "Campus Report: Maricopa County Community College District," p. 4-1.

Measure IV.1.A. (Continued):
Evidence of student satisfaction with programs and services in support of their learning and employment/career goals.

Table IV.1.A – 2. Learning-Support Services with High Satisfaction Rating
(7=Very important/very satisfied; 1=not important/not satisfied at all.)

Services	Question Item	Importance	Satisfaction	Diff.
Instructional Effectiveness	The quality of instruction I receive in most of my classes is excellent.	6.49	5.60	.89
	I am able to experience intellectual growth here.	6.37	5.66	.71
	Nearly all the faculty are knowledgeable in their fields.	6.33	5.63	.70
	Faculty are usually available after class and during office hours.	6.20	5.53	.67
Academic Services	Computer labs are adequate and accessible.	6.17	5.44	.73
Registration Effectiveness	Policies and procedures regarding registration and course selection are clear and well-publicized.	6.12	5.49	.63

Table IV.1.A – 3. Learning-Support Services with Low Satisfaction Rating
(7=Very important/very satisfied; 1=not important/not satisfied at all.)

Services	Question Item	Importance	Satisfaction	Diff.
Registration Effectiveness	Classes are scheduled at times that are convenient for me.	6.51	5.19	1.32
Academic Advising	My academic advisor is knowledgeable about my program requirements.	6.20	4.82	1.38
	My academic advisor is knowledgeable about the transfer requirements of other schools.	6.18	4.75	1.43
Instructional Effectiveness	There is a good variety of courses provided on this campus.	6.37	5.39	.98
	Students are notified early in the term if they are doing poorly in a class	6.07	4.52	1.55

Performance Outcome and Analysis:
Students responding to the survey indicated high importance and satisfaction with college instructional effectiveness. In particular, they expressed the importance of and their high satisfaction with the quality of instruction and of the faculty. In addition, they indicated high importance and satisfaction with college computer labs and policies regarding registration. On the other hand, students assigned high importance and minimal satisfaction with academic advisement and with the variety and scheduling of courses. In addition, they indicated minimal satisfaction with their notification of academic progress in a course.

Data Source:
Noel-Levitz, Inc. "Student Satisfaction Inventory" conducted on five Maricopa College campuses during the 1998-2000 academic years. A total of 1,449 students participated district-wide.

Measure IV.1.B:
List of student services by college, which support student learning, educational and career goals

Programs and Services Provided at MCCD to Support Student Learning, Education and Career Goals:

- Academic Advisement
- ACE +
- Admissions, Records and Registration
- Assessment, Recruitment and Orientation
- Bilingual and ESL Learning Assistance
- Bookstore
- Career Exploration Center
- Center for Distance Learning
- Center of Instructional Computing
- Community Education
- Community Services/Forum and Lecture Series
- Computer Lab
- Continuing Education
- Cooperative Education
- Counseling Services/Personal Development Courses
- Disability Service and Resources
- Financial Aid
- Help Desk
- Honors Program
- International Student Office
- Job Placement
- Learning Assistance Services/Tutoring
- Library/Learning Resource Center
- Literacy Center
- Media Center
- Mentoring
- Multicultural Center
- Native American Program
- Re-Entry Student Service
- Senior Adult Education
- Service Learning/Volunteerism
- Testing Center
- TouchNet
- Transfer Center/Information
- Tutoring
- Veteran Services

Data Source:
College catalogs and college web sites

Measure IV.1.C:
Use of employment, career services by employers and students in a given year.

Colleges have a variety of employment career services. We only collected data on Maricopa Recruiter as an example of the employment, career services provided by MCCD.

Table IV.1.C. Maricopa Recruiter Performance
(September 1999 – August 2000)

Category	Total
Number of Employers Registered	4139
Number of Applicants Registered	8155
Number of Jobs Posted Since 9/99	5546
Number of Jobs Active	895
Average Daily Users	325
Average Hourly Wages	$8.50
Average High Salary	$33,394
Average Low Salary	$22,593

Performance Outcomes and Analysis:
The table above represents data extracted from the Maricopa Recruiter since its start in September of 1999. The Maricopa Recruiter is a tool used by both employers and students for job placement. Students can access the Maricopa Recruiter web-site as an employment search tool. Employers who are in need of workers can post any job, along with its duties, qualifications and pay range. The data show that almost twice as many applicants as employers have used the tool in this first year. Some employers have posted more than one position. The average hourly wage for the position listed exceeds the minimum wage. Since employers and students contact one another directly through this medium, the Maricopa Colleges do not collect information on actual hires.

Data Source:
Report generated by the Maricopa Recruiter data system, July 2000. The Maricopa Recruiter can be accessed at www.maricopa.edu/recruiter/ for viewing.

Measure IV.1.D:
"Multiple measurements of student achievement of learning outcomes as a result of student development program participation."

Data are not available

Measure IV.2.A:
Evidence of student satisfaction with programs and services in support of their growth and development.

Table IV.2.A – 1. Student Mean Ratings on Personal-Growth-Support Services MCCD vs. Nation-Wide
(7=Very important/very satisfied; 1=not important/not satisfied at all)

Services	Maricopa County		Two-year Public		Diff.
	Importance	Satisfaction	Importance	Satisfaction	(satisfaction)
Safety and Security	6.10	5.03	5.97	4.78	.25***
Academic Advising and Counseling	6.03	4.80	6.10	5.06	-.26***
Campus Climate	5.84	5.17	5.93	5.12	.05
Student Centeredness	5.83	5.23	5.92	5.19	.04
Responsive to Diverse Populations		5.37		5.30	.07*

***Difference statistically significant at the .001 level.

Performance Outcomes and Analysis: Maricopa Community College students rated the importance of areas related to their personal growth and development lower than their peers at other two-year public community colleges with one exception. The exception was "Safety and Security" which Maricopa students also considered more satisfactory than other students across the nation. On the other hand, Maricopa students were less satisfied with academic advising and counseling than their peers. In addition, Maricopa students were fairly satisfied with "Campus Climate," "Student Centeredness" and "Responsiveness to Diverse Populations." The scale was 1 to 7 with 7 being the highest.

Data Source: Noel-Levitz, Inc. Student Satisfaction Inventory. Five colleges conducted the survey; 1449 students participated, district-wide. Table taken from the "Campus Report: Maricopa County Community College District," p. 4-1.

Measure IV.2.A (Continued):
Evidence of student satisfaction with programs and services in support of their growth and development.

Table IV.2.A – 2. Personal-Growth-Support Services with High Satisfaction Ratings
(7=Very important/very satisfied; 1=not important/not satisfied at all)

Services	Question Item	Importance	Satisfaction	Performance Gap
Campus Climate	The campus is safe and secure for all students.	6.35	5.52	.83
	It is an enjoyable experience to be a student on this campus.	6.02	5.49	.53
	This institution has a good reputation within the community.	5.93	5.61	.32
Concern for the Individual	Faculty are fair and unbiased in their treatment of individual students.	6.23	5.40	.83
Campus Maintenance	On the whole, the campus is well maintained.	6.09	5.85	.24

Table IV.2.A – 3. Personal-Growth-Support Services with Low Satisfaction Ratings
(7=Very important/very satisfied; 1=not important/not satisfied at all)

Services	Question Item	Importance	Satisfaction	Performance Gap
Safety and Security	Parking lots are well-lighted and secure.	6.30	5.27	1.03
	The amount of student parking space on campus is adequate.	6.20	4.60	1.60
Concern for the Individual	The college shows concern for students as individuals	6.03	4.95	1.08
Academic Advising/Counseling	My academic advisor helps me set goals to work toward.	5.88	4.58	1.30
Campus Support Services	There are adequate services to help me decide upon a career.	5.84	4.83	1.01

Performance Outcomes and Analysis
Students responding to the survey indicated high satisfaction with the climate of the campus including its maintenance. They expressed satisfaction with faculty regard for students as individuals. On the other hand, although they indicated their satisfaction with a safe and secure campus, they indicated less satisfaction with certain issues concerning parking. They also reported less satisfaction with planning support. In contrast to their satisfaction with faculty concern for the individual, students indicated less satisfaction with the "college" regard for students as individuals.

Data Source:
Noel-Levitz, Inc. Student Satisfaction Inventory. Five colleges conducted the survey; 1449 students participated, district-wide.

Measure IV.2.B:
List of programs and services by college that support students' personal growth and citizenship development.

Programs and Services Provided at MCCD to Support Students' Personal Growth and Citizenship Development:

- Admissions/Recruitment
- Adult Re-Entry
- Advisement/Transfer Center
- American Indian/Multicultural Center
- Assessment Center
- Athletics
- Campus Compact Center for Community College
- Career Planning and Placement/Re-Entry Center
- Center for Business and Workforce Development
- Center for Public Policy and Service
- Child Care Center
- Clubs
- Co-Curricular and Special Interest Groups
- College Intramural
- College Safety Department
- Community Service
- Counseling Center
- Disability Resources and Services
- Emerging Leaders
- Financial Aid
- Honors
- Housing
- Intercollegiate Athletics
- International Student Services
- Multi-cultural Affairs
- Music
- Phi Theta Kappa
- President's Advisory Board
- Prior Learning Assessment/Credit
- Records/Registration
- Scholarships
- Self Care Center (Fitness/Wellness)
- Senior Adult Program
- Service Learning
- Student Activities/Services
- Student Government/Leadership Development
- Student Volunteer Program
- Theatre
- Veterans Services

Data Source:
College catalogs and web sites

Measure IV.2.C:
Number and type of student leadership/student life, service learning and volunteer opportunities for students in a given year.

TABLE IV.2.C1 Student Organizations and Programs

CLUBS	
AASA (African-American Student Association)	Newman Club
A Capella	Parents Advisory Council
American Indian Honors	Phi Theta Kappa
ARCS (Respiratory Therapy)	Pre Med
ASSIST (Surgical Technicians)	Puma Press Club
Astronomy Club	Razas Unidas/M.E.Ch.A
AWARE Club	Recreational Outing Club
Black Student Union	Samothrace (Business club)
Business Club	SHO Student Honors Organization
Chess Club	SHUCooRA (Health Unit Coordinators)
Circle K	SNA (Student Nurses Association)
Eagle Feather	Stars II BSU
Environmental Club	St.A.R.T. (Radiologic Technologist)
Friends of Kids	Student Christian Assoc
Geology Club	Sun Earth Alliance
Human Services club	T-TEN/VICA (Automotive Club)
International Students Assoc.	TV/Radio
Inter-Tribal club	Veterans club
Jobs Club	Video Club
Maticx	Writers Guild
MEChA (Movimiento Estudiantil Chicano de Aztlan)	
Mock Trial Competition	
Native American Students Association	
HONORS PROGRAMS	
Honors Forum Lecture Series	Honors Convocation
LEADERSHIP	
Student Leadership Council	MCCCD Leadership Retreat
Emerging Leaders	Club Training Workshops
Associated Students	Volunteer Fair/Clubs Carnival/Lunchtime Melodies
"Empty Bowls"	"Into-the Streets" National Service Project
Adopt-A-Family	World AIDS Day
Clubs Carnival	National Alcohol & Other Drugs Awareness Week
National Collegiate Health & Wellness Week	Alcohol Awareness Week
Presidential Preference Election	Time Management/ Emerging Leader Series
Community Service EXPO	Diversity Dialogue
Student Life Recognition Night	
SERVICE LEARNING	
Center for Public Policy and Service	Service Learning Courses
Service Learning Assistant Training	
VOLUNTEERISM	
"Make a Difference Day"	Adopt-a-Family Program
"Into the Streets"	Blood Drives
"G.I.V.E."	

Data Source:
Program Directors, college web sites

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CONTINUING/COMMUNITY EDUCATION

Goals:

1. Community members will be provided opportunities for personal interest and development to include: a. Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of an avocational nature to include leisure, wellness and specialized training); b. Forums, dialogs for balanced views of contemporary civic and public issues.

2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level.

Major Findings:

- A full range of programs and classes are provided to the community through the Community Continuing Education Offices on the college campuses. (p.V-6)
- Community members who took non-credit courses from the Maricopa Community Colleges during fall 1999 reported that their college made a major contribution to their growth in areas they cited as reasons for their attendance. (p.V-2)
- Their primary reasons for taking non-credit courses were: "Increasing [their] academic competence;" "Enriching [their] intellectual life;" "Identifying training/skills required for career opportunities that fit [them] and "Developing self-confidence." (p.V-2)
- The majority of the respondents (approximately 70%) reported feeling respected, appreciated for their diversity, and generally safe and secure while on campus. They indicated a willingness to recommend their college to friends and family. (p.V-3,V-4)
- Approximately the same percentage indicated that instruction is of high quality and that classes are available at appropriate times. (p.V-4)
- The percentage of recent high school graduates attending Maricopa Community Colleges has increased from 40% to 42% from 1998-1999 to 1999-2000. (p.V-8)
- The Maricopa Community Colleges provide a wide variety of programs designed to attract and retain high school students. (pV-9)
- The colleges' dual enrollment courses are in full compliance with the provisions of the R7-1-709, "Community College Classes Offered in Conjunction with High Schools." Although offered in fewer locations this past year, the number of courses has increased as has the total enrollment from 1998-1999 (8,191) to 1999-2000 (11,147). (p.V-10)
- The high school graduation rate of students participating in outreach programs has consistently been above 90% since 1994. (p.V-11)

Continuing/Community Education

1. "Community members wil be provided opportunities for personal interest and development to include: a. Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of an avocational nature to include leisure, wellness and specialized training). b. Forums, dialogs for balanced views of contemporary civic and public issues."

Measure V.1.A:
Evidence of community member satisfaction with opportunities for personal interest and development.

Non-credit respondents in the "Faces of Future" survey are used as community members

Table V.1.A – 1. Reported Reasons For Non-Credit Enrollment By Rank.
(4=Major Reason; 3=Moderate Reason; 2=Minor Reason; 1=not a reason)

	College Non-credit	National Non-credit
Reasons	**Mean**	**Mean**
Increasing my academic competence.	3.62 N=181	3.59
Enriching my intellectual life	3.54 N=221	3.55
Identifying training/skills required for career opportunities that fit me	3.36 N=146	3.60
Developing self-confidence	3.26 N=193	3.45
Learning skills needed specifically for my current/future job	3.13 N=128	3.88

Table V.1.A – 2. Ranked Contributions Colleges Made to Non-Credit Student Growth.
(5=major contribution; 1=no contribution)

	Means	
Item	**MCCD**	**Nation-Wide**
1. Enriching my intellectual life.	3.54 N=221	3.55
2. Developing self-confidence.	3.26 N=193	3.45
3. Identifying the training and skills required for career opportunities that fit my interest and abilities.	3.36 N=146	3.60
4. Increasing my academic competence.	3.62 N=128	3.59
5. Learning skills needed specifically for my current or future job.	3.13 N=128	3.88

Performance Outcome and Analysis:
Community members who took non-credit courses from the Maricopa Community Colleges during fall 1999 reported that their college made a major contribution to their growth in 5 specific areas. These areas correlate to the reasons for attending the Maricopa Community Colleges. Of those responding to the specific areas identified above, Maricopa students' responses were consistent with their peers nation wide in two areas: "Enriching my intellectual life" and "Increasing my academic competence." Maricopa students rated "Developing self-confidence" and "Learning skills needed specifically for my current or future job" less than their peers. This information reflects the multiple purposes for which the community seeks non-credit coursework from the community college. It also indicates satisfaction with their experiences at the college.

Data Source:
"Faces of the Future," an AACC/ACT survey conducted by four Maricopa Community Colleges, fall, 1999. 350 Maricopa College non-credit students participated.
"Faces of the Future," National Comparison Data Report, spring 2000.

Measure V.1.A (Continued):
Evidence of community member satisfaction with opportunities for personal interest and development.

Table V.1.A – 3. The Extent to Which Respondents Agreed with the Following Statements About The Campus Climate.
(5=Strongly Agree; 1=Strongly Disagree, Total N=350)

Item	MCCCD Non-Credit	National Non-Credit
	Mean	Mean
I would recommend this college to friends and relatives.	4.20 N=246	4.27
Instructors treat students in my racial/ethnic group with respect.	4.08 N=247	4.24
Students in my racial/ethnic group are treated with respect by students in other racial/ethnic groups.	4.04 N=185	4.03
Instructors and administrators treat students of my gender with respect.	4.04 N=222	4.22
I feel a sense of general safety and security while on campus and attending classes.	3.96 N=254	4.09
I feel that I fit in at this college.	3.93 N=229	4.04
Administrators and non teaching staff treat students in my racial/ethnic group with respect.	3.86 N=206	4.13
Concern is shown for students as individuals.	3.86 N=222	4.03

Performance Outcome and Analysis:
Community members who took non-credit courses from the Maricopa Colleges reported agreement with statements relative to campus climate including respect and appreciation for diversity. It is also clear from their reports that they feel a part of the college setting.

Data Source:
"Faces of the Future," an AACC/ACT survey conducted by four Maricopa Community Colleges, fall 1999.
350 Maricopa College non-credit students participated in the survey.
"Faces of the Future," National Comparison Data Report, spring 2000.

Measure V.1.A (Continued):
Evidence of community member satisfaction with opportunities for personal interest and development.

Table V.1.A – 4. The Extent to Which Respondents Agreed with the Following Statements About Their College Services.
(5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly Disagree; N=350)

Item	MCCCD NON-CREDIT	NATIONAL NON-CREDIT
	MEAN	NATL MEAN
This college has a good reputation in the community.	4.05 N=259	4.16
Instruction is of high quality.	3.96 N=253	4.10
Computing services and facilities are available at the times I need them.	3.73 N=139	3.86
Courses are available at the times I can take them.	4.08 N=247	3.98
The registration process is student friendly.	3.99 N=195	4.01

Performance Outcome and Analysis:
Non-credit students indicated agreement with statements regarding the services of the college and the general reputation of the college. They indicated most agreement with statements regarding the quality of instruction and academic services such as computing services. They also agreed with the availability of courses and the registration process as being supportive of students.

Data Source:
"Faces of the Future," an AACC/ACT survey conducted by four Maricopa Community Colleges, fall 1999.
350 Maricopa College non-credit students participated in the survey.
"Faces of the Future," National Comparison Data Report, spring 2000.

Measure V.1.A (Continued):
Evidence of community member satisfaction with opportunities for personal interest and development.

Table V.1.A – 5. Reported Satisfaction with the Colleges.

Survey Question: In general, how satisfied are you with this college?				
	MCCCD		NATION-WIDE	
	N	%	N	%
Very Satisfied	95	46.1%	7,659	43.4
Satisfied	96	46.6%	7,814	44.3
Neutral	13	6.3%	1,910	10.8
Dissatisfied	1	.5%	129	.7
Very Dissatisfied	1	.5%	118	.7
Total Respondents	206		17,630	

Performance Outcome and Analysis:
Community members who took non-credit courses from the Maricopa Community Colleges during fall 1999 reported their satisfaction with the college's non-credit courses and college services. Approximately 46% of the non-credit students reporting stated that they were "very satisfied." In addition, another 47% stated that they were satisfied. However, 144 (or 41%) of the total number of community participants in the survey did not respond to this particular question. Those who responded to the question were somewhat more positive than the total respondents, nation-wide.

Data Source:
"Faces of the Future," an AACC/ACT survey conducted by four Maricopa Community Colleges, Fall, 1999
350 Maricopa College non-credit students participated in the survey
"Faces of the Future," National Comparison Data Report, Spring 2000

Measure V.1.B
List of Programs and Services by College

Tables V.1.B. MCCD Programs and Services

CATEGORY	TYPE OF CLASSES
ART	PAINTING
	FLORAL DESIGN
	STAINED GLASS
	PHOTOGRAPHY
	CHILDREN'S LITERATURE
	CREATIVE WRITING
BUSINESS/MANAGEMENT	BUSINESS APPLICATIONS
	PURCHASING
	TQM
	SMALL BUSINESS
	SUPERVISION
	PRODUCTION/INVENTORY MGT
	PROJECT MGT PRINCIPLES
	MARKETING
	ENTREPRENEURS
CAREER DEVELOPMENT	CHANGING CAREERS
	RESUME WRITING
	SUCCESSFUL INTERVIEWING
COMPUTER APPLICATIONS	MICROSOFT OFFICE
	QUICKEN
COMPUTER LITERACY	"TAKE THE BYTE OUT OF COMPUTERS"
	"HOW TO OPERATE A COMPUTER"
	"INTERNET"
	"E-MAIL"
	OPERATING SYSTEMS-PC
	OPERATING SYSTEMS-MAC
COMPUTER PROGRAMMING	JAVASCRIPT
	OUTLOOK
	DREAMWEAVER
CONTEMPORARY ISSUES	BOUNDARIES OF FREE SPEECH
CONVERSATIONAL LANGUAGE	SPANISH
	FRENCH
	ITALIAN
DESERT LANDSCAPING\GARDENING	
EMPLOYMENT	MANUFACTURING EXCELLENCE
ENRICHMENT FOR GIFTED YOUTH--E=MC2	
ENVIRONMENTQAL ISSUES	TOURS
	PERSONAL HISTORY
ENVIRONMENTQAL ISSUES	DESERT LANDSCAPING
FINANCE AND INVESTMENTS	INVESTMENT BASICS
	WOMEN AND INVESTING
	SUCCESSFUL MONEY MANAGEMENT
	LIFELONG FINANCIAL SECURITY
	WILLS AND TRUSTS
FINANCIAL PLANNING/INVESTMENT	
FREE LECTURE SERIES FOR BUSINESS OWNERS	
GED PREPARATION	
GRANT WRITING	
GREAT OUTDOORS	CAMPING
	FISHING
HEALTH AND FITNESS	FITNESS CENTER
	T'AI Chi Chih
	YOGA
	BASIC BELLY DANCE
	GOLF
	MEDITATION
	PAINTING
	FLORAL DESIGN
	STAINED GLASS

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	PHOTOGRAPHY
HEALTH CARE	COST EXPLOSION
	NUTRITION
	FIRST AID AND CPR
HISTORY	LIFE STORIES
	SOUTHWEST STUDIES
	WORLD RELIGION
	U.S CONSTITUTION
	FOUNDING FATHERS
	FOOTSTEPS OF LEWIS AND CLARK
HOLISTIC HEALTH	
HOME	COOKING
	GARDENING
	SEWING
INTERNET ACCESS AND DEVELOPMENT	INTERNET
	WEB PAGES
	ELECTRONIC MAIL
	PROGRAMMING
INVESTMENT	
KIDS COLLEGE/CLASSES	ART, DANCE AND MUSIC
	OUTDOOR/RECREATIONAL SKILLS
	FITNESS/TENNIS
	MATH PREP
LANGUAGE TRAINING & CULTURE INSTITUTE	SURVIVAL FRENCH
LEARNING VACATIONS	TRAVEL TO FOREIGN COUNTRIES
MUSIC, DANCE AND THEATRE	STAND-UP COMEDY
	GUITAR
	COUNTRY DANCING
	BELLY DANCING
NEIGHBORHOOD LEADERSHIP	
OPEN COMPUTER LAB	
PERSONAL AVOCATION	
PERSONAL DEVELOPMENT	
	JOB HUNT
	HYPNOSIS
	CREATING HARMONY AND PROSPERITY
	SAFETY TRAINING
	PIANO
	BUILDING A COMPUTER
	FENG SHUI
	UNDERSTANDING RELATIONSHIPS
READING CLINIC FOR CHILDREN AND ADULTS	
RECREATION	
	BACKPACKING
	HIKING
	GOLF
SCIENCE	RELATIVITY PHYSICS A TO B
SENIORS	55 ALIVE
	NEW ADVENTURES IN LEARNING
	VOLUNTEERING
	JUST FOR SENIORS
TRAVEL	PEACE CORPS
	SEMESTER AT SEA
	TRAVEL THE ROAL TO MOROCCO

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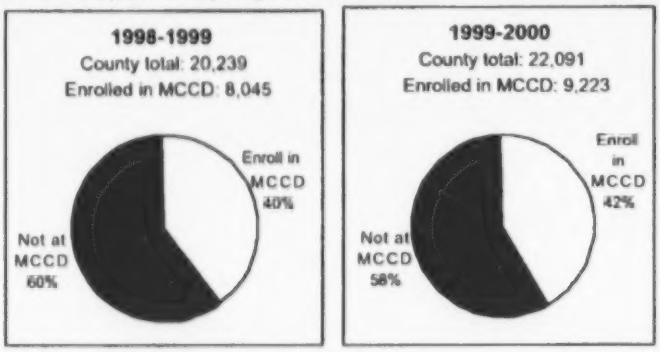
2. "Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level."

Measure V.2.A:
Percentage of recent high school graduates attending our colleges.

Figure V.2.A. Maricopa County High School Graduates Attending MCCD Colleges



Performance Outcomes and Analysis:
40% (8054) of Maricopa County's 1998 public and charter high school graduates attended Maricopa Community Colleges in the academic year of 1998-1999. 42% (9223) of Maricopa County's 1999 public and charter high school graduates attended Maricopa Community Colleges in the academic year of 1999-2000. This comparison shows an increase in these new students from 98-99 to 99-00.

Data Source:
State Report on Academic Performance of High School Graduates (2040 Report)
MCCD Institutional Research Data Warehouse
Research and Policy Division, Arizona Department of Education

2. "Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that martriculate to the college level."

Measure V.2.B:
List of programs for outreach and recruitment.

Programs for outreach and recruitment offered by the Maricopa Community Colleges:

Pueblo
ESL and Bilingual Education Programs
Adelante
Hands Across the Border
Guanajuato Exchange
Adult Basic Education
G.E.D.
ExCEL (ExChange for Effective Learning)
K-Grey Program
Institute for Senior Education
Project Hope
WISE
ACE
ACE+
Genesis West
Show Then a Better Way
The Hoop of Learning
Inspire.Teach
Arizona Agribusiness and Equine Sciences Charter H.S.
If I Had a Hammer
Summer 2000 Chip Camp
Junior Achievement
Youthbuild
The Urban Teacher Corps.
A Promising Places Project
Vision Field Trips
Band and Music Camp
Hospitality Careers Program
AIMES
MESA
The Fresh Air Project
America Reads
Service Learning
East Valley Think Tank
Phoenix Think Tank
Phoenix USI
Learning Connections
Gateway Community H.S.
Bridges Program
San Tan Academy
UCC

Data Source:
Deans of Instruction and Student Development Services

Measure V.2.C:
Evidence that outreach programs (programs which include enrollment in college credit classes) meet the criteria for minimum standards established by the Arizona Council of Academic Administrators and approved by the State Board of Directors for Community College of Arizona.

Table V.2.C – 1. Status of Dual Enrollment Courses Offered by Maricopa Community Colleges

	No. of Locations	No. of Courses	Total Enrollment
1998-99	67	335	8,191
1999-00	102	948	11,147

Performance Outcome and Analysis:
The numbers of dual enrollment courses and locations total enrollment have increased from 1998-1999 to 1999-2000. However, for the courses, it is not as large an increase as it seems. The State Board's Report for 1998-99 included only spring semester classes. In addition to the increases in enrollment and number of courses, the colleges reported full compliance with the requirements of R7-1-709 governing the offering of community college courses in conjunction with high schools.

Data Source:
Report on Community College Courses Offered in Conjunction with High Schools

Measure V.2.D:
High school graduation and college-going rates within two years of school graduation of students who participate in outreach programs compared to their class. (College-going rates will be limited to Arizona colleges and universities).

Table V.2.D. *Outreach Program Measures of Success

YEAR	NO. ADMITTED	HIGH SCHOOL GRADUATES	HS GRAD RATE	COLLEGE ATTENDANCE	COLLEGE RATE
*1994	215	194	90.2%	Data are not available	Data are not available
*1995	306	281	91.8%	Data are not available	Data are not available
1996	129	126	96.9%	Data are not available	Data are not available
1997	158	154	97.6%	Data are not available	Data are not available
1998	148	146	98.5%	Data are not available	Data are not available

*Reflects two colleges' data

Performance Outcome and Analysis:
The outreach programs for at-risk students at two Maricopa Colleges have resulted in high school graduation rates that exceed the graduation rates of the students' class. One college program could not report high school graduation rate due to lack of information from the high school districts from 1996 forward. The college attendance/completion rate data were also not available for either program so was not included.

Data Source:
College Program Coordinators and Annual Reports.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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